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**SUCCESS FACTORS OF WOMEN WHO HAVE ACHIEVED POSITIONS OF  
COMMAND IN LAW ENFORCEMENT**

**Dissertation**

**Presented in Partial Fulfillment of the Requirements for the Degree of**

**Doctor of Philosophy**

**Lynn University**

**By**

**Karin Montejo**

**2007**

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**SUCCESS FACTORS OF WOMEN WHO HAVE ACHIEVED POSITIONS OF  
COMMAND IN LAW ENFORCEMENT**

**Karin Montejo, Ph.D.**

**Lynn University, 2007**

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how clear things become as you reach the finish line. You never wavered in your support and I will forever be grateful to you.

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And, finally, I would like to thank all the women in law enforcement that I have had the pleasure to meet throughout my career. Your willingness to share your personal experiences and concerns were significant in helping me formulate the focus of this research study. It is my absolute desire that the data collected in this study may in some part; provide you with tools to assist you in your quest for professional success.

## ABSTRACT

Women in law enforcement have increased their numbers in entry level and mid-management positions during the past 25 years. However, they have not found parity with their male counterparts in attaining positions of top command and are still notably under-represented. This study reports the results of a nationwide survey of women in law enforcement who have attained at least one supervisory rank. The study participants provided responses to a series of questions identifying their investment in human capital, and whether it impacted their promotional opportunities. Human capital theory addresses individual investment in targeted areas of types of assignments, training, education and mentoring. Much of the literature on human capital suggests that women are less invested in their careers, resulting in their diminished capacity to compete for positions of higher supervisory rank. Some areas of Human Capital addressed in this study included the type of job assignment, years on the job, the impact of maternity leave, the amount and type of training, access to mentors, the ranking of specific job skills and behaviors, and overall job satisfaction. The information gathered from the participants identified some areas where these components of human capital were significant predictors of promotion, such as job assignment, education, and training. Those areas that did not indicate significant correlations, such as mentoring and not taking maternity leave, still provided valuable information to support women in their quest for advancement.

The data was collected from across all supervisory ranks, which were broken into four categories: Top Command which included women who had achieved the rank of Chief or its equivalent, Command, which included Assistant Chiefs, Commanders and Majors or their equivalent rank, Mid-Managers, which included Captains and Lieutenants

or their equivalent rank and First Line Supervisors, comprised of Sergeants or its equivalent rank.

Although not all of the hypotheses were supported, new information was gathered and utilized to challenge long held beliefs concerning women in policing and their viability in leadership positions.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

#### Introduction and Background to the Problem

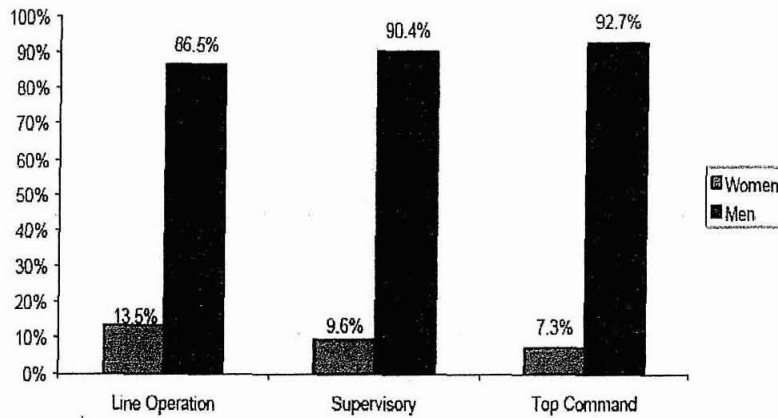
Although women are increasing their numbers in entry level and mid-manager positions, there is still a lack of women in police leadership. The identification of characteristics of success that women who have achieved positions of top command in law enforcement is one area where females can invest in taking control of their own destiny.

According to the 2003 census report, females make up 50.8% of the total population (U.S. Census Bureau, 2003). As of 2004, women made up 46% of the total U.S. workforce, and 38% were involved in management, professional and related fields. Within those fields, women accounted for 50% of workers in high paying management, professional and related fields (Chao & Utgoff, 2005). They have begun to move up the career ladder into managerial positions and hold 15.7% of corporate officer positions at large U.S. public companies (Downey, 2002). Women also make up 44% of federal government workers. These numbers are promising, as women comprise over 50% of the adult population. Interestingly enough, women are closely represented in the federal government workforce as compared to the civilian work force. The federal government has a high degree of diversity, but there are two areas of concern – the representation across agencies and throughout hierarchies ([www.fedscope.opm.gov](http://www.fedscope.opm.gov)).

Over the past 25 years, women have increased their numbers quite dramatically, with some police departments not hiring any female officers, to token numbers representing less than 15% of sworn officers in some departments and up to 20% or more

in some larger departments (NCWP, 2002). The most recent data, collected in 2001, indicated that women accounted for only 12.7% of all sworn personnel in large agencies and 8.1% in smaller agencies. According to a recent report of large police departments conducted by the National Center for Women and Policing (NCWP), females currently hold only 7.3% of top command positions. Top command positions were defined as Chiefs, Deputy Chiefs/Assistant Chiefs, Commanders, Majors and Captains or their equivalent (NCWP, 2002). Over half of the larger departments in the United States (those with 100 or more sworn officers) do not have any higher levels of supervisory rank positions (Graph 1-1). Women held 9.6% of supervisory positions which included Sergeants and Lieutenants or their equivalent and 13.5% of line positions which includes detectives and patrol officers, or their equivalent (NCWP, 2002). The study elicited responses from large departments, as well as from small and rural departments which included those where sworn numbers are less than 100. The numbers are significantly lower in small/rural agencies where more than 97% of agencies do not have higher levels of supervisory rank positions (NCWP, 2002). The percentage of sworn law enforcement officers by rank and gender in large police agencies as of 2001 is shown in Figure 1-1.

**Percentage of Sworn Law Enforcement Officers by Rank and Gender: Large Police Agencies 2001**

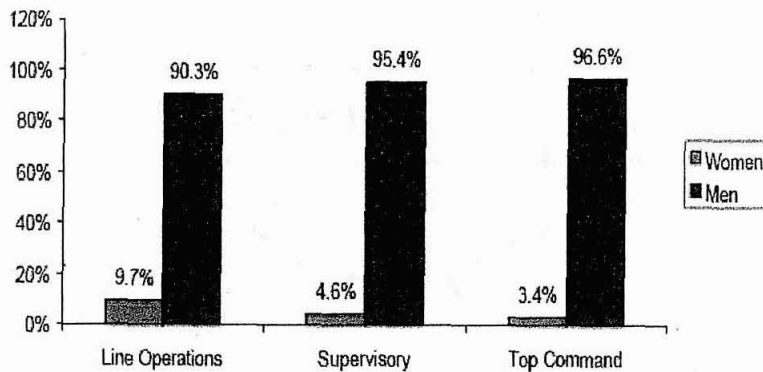


Source: NCWP Survey, 2001.

**Figure 1-1**

The numbers are even less in the smaller and rural departments, with women in 3.4% of top command positions, 4.6% of supervisory positions, and 9.7% of line operations. The numbers of women in smaller and rural departments are shown in Figure 1-2.

**Percentage of Sworn Personnel by Rank and Gender: Small/Rural Agencies 2001**



Sources: NCWP Survey 2001; ECU Survey 2001.

**Figure 1-2**

More than half of the larger police departments reported no women in higher levels of supervisory rank. Women continue to hold the majority of civilian positions in law enforcement, with 67.6% working in lower paying jobs (NCWP, 2002).

When compared to the demographics of almost any community in the country and recognizing that women make-up almost half of the workforce, the percentage of women being represented in law enforcement is minimal. Addressing the shortage of women has not been a priority for many police departments since the majority of departments' representation of females is less than 15% (NCWP, 2002). In fact, it has taken consent decrees and lawsuits to pave many of the inroads that females today have been able to achieve. Women are not particularly recruited in many police forces, with only 26% of agencies having specific recruitment policies for women (IACP, 1998). The historical bias of women not being able to do the job comes to mind for many people, although studies over decades have not supported that belief (Van Wormer & Bartollas, 2000; NCWP, 2003b; Gold, 1999).

Studies conducted by the National Center for Women and Policing (NCWP, 2003b), report that female officers on road patrol are often seen as the reason for the decrease in the number of use of force situations, as well as reduced numbers of citizen complaints. They score high in conflict management, and they are especially adept at community policing, which is the benchmark for policing in the years to come (NCWP, 2002). All of these qualities are components for supervisory or management positions; however, there continues to be a dramatic disparity in the numbers of males versus females in command positions. This issue in and of itself bears consideration, as the

public's confidence in the ethical behavior of the police and the number of complaints impacts directly on the population's confidence in the police (NCWP, 2003b).

Women have been actively in law enforcement for more than 30 years; however they have not achieved parity with their male counterparts in moving up the ranks. The number of females entering the profession is smaller than the males; therefore, the number of women eligible for promotion is not proportional to the total number of officers entering the field (Polisar & Milgram, 1998). Even if women entered the occupation at levels comparable to their representation in the general population, it would take a full career cycle, as long as 15 – 20 years in some instances, for balanced representation in this field (Harrell, Beckett, Chein & Sollinger, 2002). Studies by the International Association of Chiefs of Police (IACP) and the National Center for Women in Policing (NCWP) indicate historical bias' has precluded many women from advancing through the ranks to upper command positions. Many of these issues have been overcome through legislation and litigation (Van Wormer & Bartollas, 2000; IACP, 1998; O'Conner, 2003; NCWP, 2003a). As such, many of the gains achieved by women in policing are a result of the "development of a substantial body of law requiring nondiscrimination on the basis of sex in terms and conditions of employment" (Van Wormer & Bartollas, 2000, p. 160).

Much of the literature has focused on the obstacles that women are challenged to overcome (Van Wormer & Bartollas, 2000; NCWP, 2001; NCWP, 2003a). Many of these obstacles are inherent in the culture of policing, and many of the remedies require legislation and/or litigation (Van Wormer & Bartollas, 2000; IACP, 1998; O'Conner, 2003; NCWP, 2003a). In male dominated fields, and specifically in law enforcement,

progress has been extremely slow (Lonsway & Campbell, 2002). Previous studies, as well as those conducted by the National Center for Women in Policing (1998) have indicated that women are, in fact, as capable as men in performing the duties of entry level police officers (Block & Anderson, 1974; Bartlett & Rosenblum, 1977; Sherman, 1975; California Highway Patrol, 1976). One of the reasons often cited for the difference is physical capabilities, inability to command authority, and their inability to cope with the dangers encountered on the street (Van Wormer & Bartollas, 2000). Prior concerns about physical ability have been quieted over time, as more and more women successfully compete for and win positions in local, state and federal law enforcement (NCWP, 2003b). It has been noted that if women believe that they are treated on an equal basis with men regarding their job placement and promotions, they will more likely remain in law enforcement (Burke & Mikkelsen, 2005). In fact, 69% of women in law enforcement actively seek promotion (IACP, 1998). This study seeks to identify factors that are related to achieving success.

### Purpose

The goal of this study is to identify characteristics of women who have achieved positions of top command in law enforcement. Human capital theory identifies various behaviors that indicate how much personal investment one makes in their efforts towards promotion. Much of the literature cites women's lack of human capital in relation to their male counterparts as primary explanation for their inability to ascend to the ranks of upper management (Burke & McKeen, 1994; Elliot & Smith, 2004; Igbaria & Chidambaram, 1997; Metz, 2005; Metz & Tharenou, 2001; Smith, 2005; Thomas & Davies, 2002; Wayne, Liden, Kraimer & Graf, 1999). Women, on the other hand,

anecdotally, as well as in some of the literature, report that they work harder than the men and invest highly in their human capital; however, they lag behind in the promotional opportunities (Keeton, 1996; Wentling, 2003; Metz & Tharenou, 2001). The focus of the study is to identify what specific factors in human capital theory have been employed by women who have achieved positions of top command compared to women in lower ranks.

Figure 1-3 illustrates the upward progression towards the dependent factor identified as success. For the purposes of this study, success is defined in terms of promotion. The steps to reach "success" start from the central theory of human capital and progress upward utilizing job tenure, education, training, mentoring and types of job assignments as steps to promotion. Conversely, obstacles that lessen women's human capital and impede their journey to promotion include a lack of investment in human capital, under-representation of women in law enforcement, glass ceiling, pink ghetto, homosocial reproduction, lack of role models, and organizational culture.



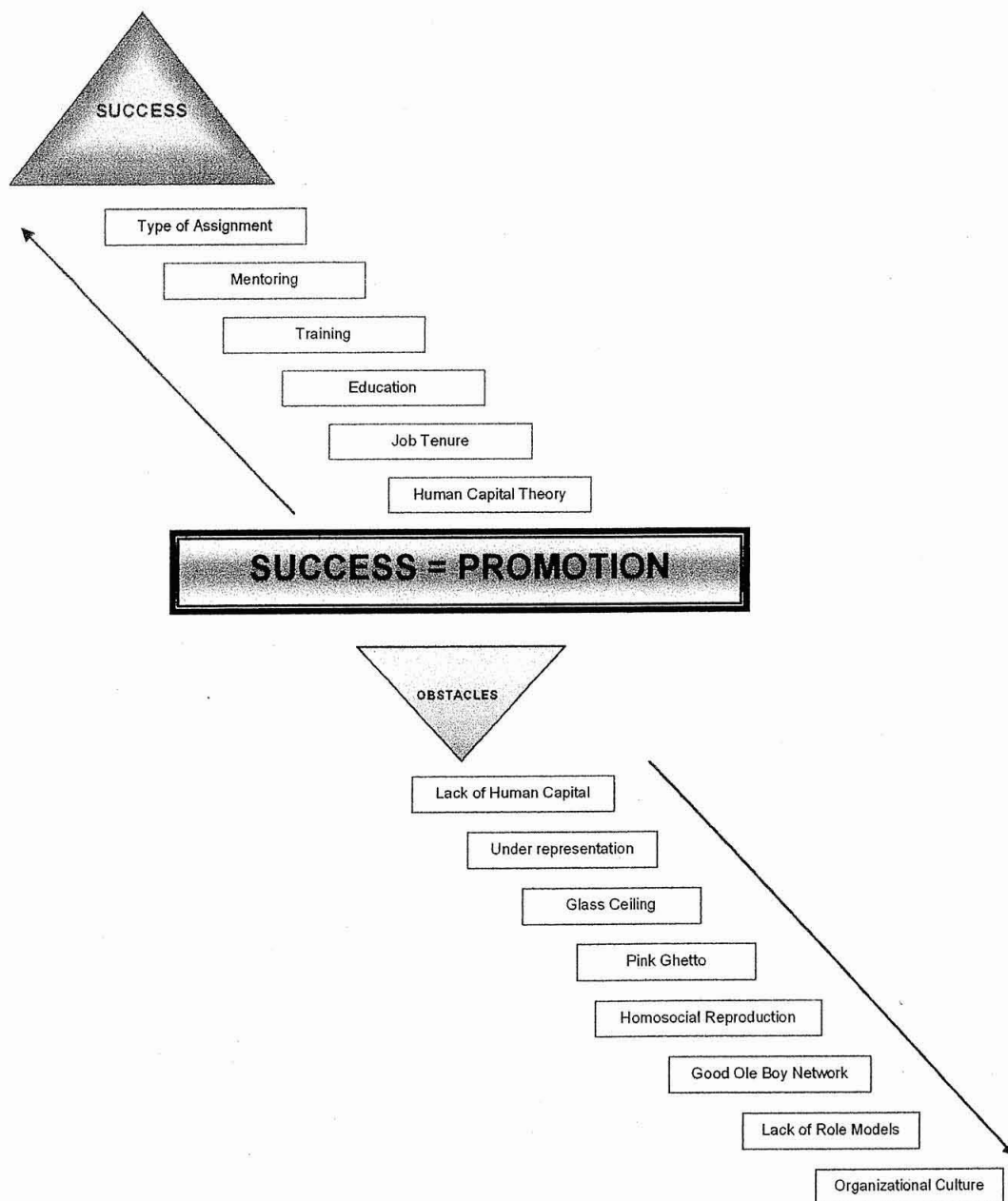


Figure 1-3

Throughout the years, much of the research on women in policing has focused on the obstacles and challenges that have kept women from advancing in their careers (Van Wormer & Bartollas, 2000; NCWP, 2001; NCWP, 2003a). Many of the resolutions have relied on individual departmental impetus to rectify these obstacles. At times, legal or legislative intervention has occurred, providing fundamental requirements to be

implemented under threat of penalty and sanctions (Van Wormer & Bartollas, 2000; IACP, 1998; O'Conner, 2003; NCWP, 2003). The lack of women in top positions leads to the inability of women to believe that they can successfully compete for advanced positions within their departments as well as diminishes the pool of applicants for selection. If women in entry-level positions do not see role models for themselves, it may affect their confidence in their ability to achieve supervisory positions. Ensuring women who have achieved supervisory positions are visible to women in lower ranks allows the younger officers to envision future opportunities (Gaston & Alexander, 1997; Linehan & Walsh, 1999; Mattis, 2004). The purpose of this research study is to identify positive characteristics that have been utilized by women who have successfully ascended the chain of command in law enforcement.

This study provides a different perspective on women in policing because it focuses on reasons for success. Much of the literature available concentrates on obstacles and negative impacts of women in law enforcement. This research is based on direct reports from the women surveyed, which is an appropriate approach. When studying issues that are most common to women in a male dominated occupation, the opportunity to collect first hand information provides a factual basis rather than anecdotal platform for the study. Finally, it provides for an objective measure of success as identified in the literature (Keeton, 1996).

### Definition of Terms

There are several terms that must be defined in order to insure that the reader has a correct grasp of the concepts being portrayed in this paper. The theoretical definitions

have been defined based on the terms utilized in the review of the literature. The operational definitions are specific terms utilized specifically for this research study.

### *Predictive Variables*

#### *Top Command*

*Theoretical definition.* “Chiefs, Deputy/Assistant Chiefs, Commanders/Majors, and Captains or their equivalent” (NCWP, 2002, p. 28).

*Operational definition.* The highest ranks within a law enforcement agency with the authority to make and implement policy decisions. For the purposes of this study, top command is defined by those who hold the rank of Chief, Director, Sheriff, Commissioner, Superintendent, Colonel or their equivalent.

#### *Command Rank*

*Operational definition.* Command level ranks below the head of the agency who have the authority to implement policy decisions within the area of their responsibility. They are identified by the following ranks: Assistant Chief, Deputy Chief, Assistant Director, Assistant Superintendent, Lieutenant Colonel, Bureau Chief, Commander, Major or their equivalent. They report to the Top Command Positions.

#### *Middle Management*

*Theoretical definition.* “Extending from top management down to those immediately above first line supervisor. Implements strategies or policies set by top managers and coordinate the work of lower level managers” (Wentling, 2003, p. 312).

*Operational definition.* Ranks below command positions and include lieutenants and captains or their equivalent. Middle managers are those who supervise at least one supervisory level.

### *First Line Supervisor*

*Theoretical definition.* “Supervisory includes Lieutenants and Sergeants” (NCWP, 2002, p. 28).

*Operational definition.* Sergeant or its equivalent, and is defined as having supervisory responsibility of officers.

### *Rank Variable*

*Operational definition.* Collapsed individual ranks of Chief, Assistant Chief, Commander, Major, Captain, Lieutenant and Sergeant into four grouped ranks of Top Command (Chief or its equivalent); Command (Assistant Chiefs, Commanders and Majors or their equivalent); Mid-Manager (Captains and Lieutenants or their equivalent); and First Line Supervisor (Sergeant or its equivalent).

### *Assessment Center*

*Theoretical definition.* “Series of exercises where each participant is given an opportunity to demonstrate his or her skills to a group of skilled observers who carefully monitor the candidates’ behavior” (Michelson, 2000).

*Operational definition.* Setting where specific dimensions for targeted proficiency in law enforcement are evaluated and scored.

*Dimensions: See Job Strengths*

### *Non-Traditional Assignments*

*Operational definition.* Selection to units that are not traditionally identified as available to women – homicide, narcotics, robbery, internal affairs (NCWP, 2000).

*Theoretical definition.* Non-traditional assignments identified in this study include: Robbery, Narcotics, Organized Crime, Gangs, Internal Affairs, Homeland Security, Tactical/SWAT, Marine Patrol.

### *Traditionally Female Assignments*

*Theoretical definition.* Selection to units that are seen as traditionally female – juvenile, sex crimes, child abuse (NCWP, 2000).

*Operational definition.* Traditionally Female Assignments identified in this study are: Sex Crimes, Domestic Crimes, Juvenile, Personnel/ Human Resources, Community Affairs, School Liaison, Missing Persons, Child Abuse, Records, and Communications.

### *Varied Assignments*

*Operational definition.* Those assignments that have been handled by both male and female police officers – Patrol, Fraud investigations, Assault investigations, Crime Scene, Technology, Training, Property and Evidence and Administration.

### *National Management Schools*

*Operational definition.* Training provided for law enforcement executives by any of four nationally recognized police leadership affiliates.

### *Mentor*

*Theoretical definition.* “A close, trusted and experienced counselor or guide” (Weinstein, 1998, p.11).

*Operational definition.* A supervisor, co-worker, personal friend, family member of other person who provides advice in order to advance one's career.

*Work skills, behaviors and attitudes*

*Operational definition.* Characteristics identified in the literature that embody leadership qualities.

*Job Strengths: Also known as dimensions*

*Theoretical definition.* "Also called tasks or traits, are job related behaviors that are observable, measurable and specific to the position they are being tested for" (Michelson, 2000).

*Operational definition.* List of knowledge, skills and abilities ranked by the respondents as essential for promotion.

*Job Descriptive Index*

*Theoretical definition.* One of the most widely utilized instruments to measure job satisfaction and evidence supports the reliability and validity of the measure (Stanton et al., 2001).

*Operational definition.* Scale utilized to measure participants overall satisfaction of their career in law enforcement.

*Dependent Variable*

*Success*

*Operational definition.* For the purposes of this study, success is defined by the achievement of a position of Top Command. Socio-demographic factors of women in law enforcement included race, age, education, marital status, utilization of maternity leave, and current rank.

## Assumptions

The following assumptions were understood at the start of this study:

1. For the purposes of this study, rank is equated with success.
2. That the respondents returning the surveys are truthful in their responses.

Without direct observation, it is incumbent upon the respondent to be candid and truthful completing the survey.

## Justification of the Study

The number of women in law enforcement has increased over the past thirty years (NCWP, 2002; Price, 1996). As women have made advancements in the area of entry level positions, the numbers of women in supervisory and managerial positions has not kept pace with their male counterparts (NCWP, 2002). Previous studies have countered the stereotypical beliefs that women are physically incapable to handle the day to day requirements of law enforcement (Block & Anderson, 1974; Bartlett & Rosenblum, 1977; Sherman, 1975; and California Highway Patrol, 1976). However, women still continue to struggle in the promotional arena. The results of this study may provide opportunities for women to concentrate their attention on areas that have proven successful in the past in an effort to be competitive for promotion.

The study is feasible in that it was conducted in a reasonable amount of time and was able to identify enough women to participate in the survey. The problem of achieving success in law enforcement is definable by achieving the position of Top Command, with the variables identified and readily measurable.

## Delimitations and Scope

The population for this sample was selected from women who are associated with two professional law enforcement organizations (National Association of Women Law Enforcement Executives (NAWLEE) and the International Association of Chiefs of Police (IACP), who hold at least of the rank of Sergeant. Although there are a significant number of women who are active members of these organizations, the majority of women who are in law enforcement are not members of these organizations. Both of these organizations provide networking and mentoring opportunities, as well as educational opportunities in the areas of leadership, management and administration. While compiling the mailing lists for this survey, the women who were members of the IACP were higher ranks, with the majority of women being at the rank of Lieutenant or higher. There were a greater number of First Line Supervisors (Sergeant) identified in the NAWLEE membership. To this end, 362 women in either association were mailed surveys, with a final response from 188.

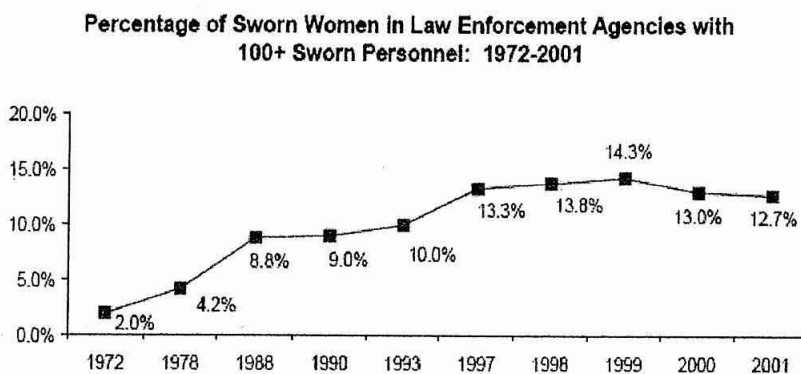


## CHAPTER 2

### REVIEW OF THE LITERATURE, THEORETICAL FRAMEWORK, RESEARCH QUESTIONS AND HYPOTHESES

Data on the success of women in policing is scarce. Much of the literature reviewed goes back to the early 70's, when the numbers of women in law enforcement began to increase. The percentages of growth for women in law enforcement from 1972 to 2001 are shown in Figure 2-1.

#### The Status of Women in Large Police Agencies



#### Graph 1

Sources: NCWP Survey on the Status of Women in Policing, 1997, 1998, 1999, 2000, 2001; *Law Enforcement Management and Administrative Statistics*, 1990, 1993; International City Management Association (1972), *Personnel Practices in Municipal Police Departments*, Urban Data Service; S. Martin (1989), "Women on the Move? A Report on the Status of Women in Policing," *Police Foundation Reports*.

Figure 2-1

The under representation of women in command positions is not an issue specific to law enforcement, but an issue crossing many occupational boundaries (Arfken, Bellar, & Helms, 2004; Elliot & Smith, 2004; Gazso, 2004; Jackson, 2001; Levin & Mattis, 2006; Mavin, 2001; Tharenou, 2001). The critical analysis of the literature recognizes the impact women have had in non-traditional and predominately male oriented occupations

such as law enforcement during the last half-century and the obstacles they have and continue to encounter. One of the most significant changes following World War II has been the incidence of women in the workplace (Mavin, 2001). Worldwide, women have made substantial gains in certain managerial positions; however, they appear to have plateaued at the mid manager levels, and continue to be under-represented in positions of higher authority (Mavin, 2001; Metz, 2005; Tharenou, 2001; Wentling, 2003). This study will focus on identifying the success factors of women who have achieved positions of command in law enforcement.

The International Association of Chiefs of Police (IACP) conducted a study entitled *Police Leadership in the 21<sup>st</sup> Century: Achieving and Sustaining Executive Success* (1999). The purpose of the study was to provide a “road map” for those who aspired to executive positions in law enforcement. A panel of high-ranking police executives from throughout the United States gathered to discuss recommendations for achieving positions of higher rank. One section of the report focused on attributes and developmental requirements for leadership. To this end, the following areas were discussed: personal attributes, education, experience, training, national programs, interdisciplinary training opportunities, ethics and extra-departmental development. The following areas generated specific recommendations for success: education, job experience and training. The majority of the executives represented in this panel believe that education is a major component for the office of police chief. Seventy-four percent (74%) believe a Master’s Degree is necessary in order to effectively lead a department of 100 to 500 employees, while a Bachelor’s degree is sufficient for a department with less than 100 employees. Job experience is another major component for promotion to the

executive level. Approximately two-thirds of the contributors to the survey believed that 10 to 15 years of total law enforcement was sufficient to lead a small police department, while one-third believed 10 to 15 years is adequate to lead a mid-sized department. Another third believes that 15 to 20 years enhances one's ability to lead, and one-half believe 15 to 20 years is adequate experience to lead a large police department. Training is another area that generated discussion with the finding that lower rank officers receive more training than command level officers. In the area of national leadership schools, the Federal Bureau of Investigation (FBI) was the most frequently identified for promotional preparation (IACP, 1999).

One of the major obstacles for women to overcome in their quest for advancement continues to be assumptions of women's abilities and commitment to their career (Levin & Mattis, 2006). Barriers to the advancement of women in America include, but are not limited to, stereotyping, misperceptions about women's abilities and commitment to their careers, and organization. Additionally, women's inability to access informal networks and mentors, as well as the reluctance of upper management to afford women opportunities to compete for growth-oriented assignments are identified as obstacles. Finally, ongoing issues of salary discrepancies and sexual harassment continue to impede the advancement of women (Mattis, 2004; Metz & Tharenou, 2001).

*The Future of Women in Policing: Mandates for Action* (1998) is a report authored by the IACP to examine issues concerning the role of women police officers. IACP joined forces with the Gallup Organization to develop the survey. A telephone interview was conducted with 800 members of the organization. The respondent demographics were 97% male and 3% female from a variety of agency types and sizes.

Ninety-four percent (94%) of those interviewed were chiefs of police. The main areas of interest identified in this survey included: the lower number of women officers in relation to their male counterparts, discrimination, bias, glass ceiling obstacles, as well as little investment for recruiting and retention of female officers. As a result of the survey, the panel identified 12 areas to strengthen the position of females in law enforcement. The recommendations included the value of diversity in law enforcement, how to recruit and retain women, zero tolerance in the area of sexual harassment, and how to move women into leadership roles. Their recommendations for action urge and propose a variety of guidelines to increase promotional opportunities for women, however, there is little substance attached to the recommendations (IACP, 1998). To date, no follow-up study on this study has been prepared, so there is no information as to the success of the recommendations proposed.

Before success factors can be explored, it is necessary to recognize issues that have impacted the promotional opportunities of women in the corporate world as well as law enforcement. Over the past decade, recruitment for minority and female officers has increased; however, white males are still the overwhelming majority of law enforcement officers (Felkenes & Schroder, 1993). A study by Home (1980) found that prejudice against women officers was greater than against minority males. Males were accepted until they demonstrated that they were not good officers, whereas, the women had to prove themselves before the male officers would accept them – and that acceptance was the exception rather than the norm (Felkenes & Schroder, 1993). Since women do not see themselves in leadership positions, it impacts their ability to move into position that would lead to their advancement. They must work to develop their leadership and

managerial skills in order to counter the notion that women are followers as opposed to leaders (Levin & Mattis, 2006).

As previously noted in Chapter 1, women make up over half of the world's population, and they will comprise over 61% of the workforce by the year 2015 (Arfken et al., 2004). To this end, embracing the benefits derived from a diverse work force enables organizations to optimize their competitive advantage.

In Western societies, women and people of color hold very few senior positions in organizations. According to a survey conducted by Catalyst (2000), only 13% of Fortune 500 companies are lead by women, with people of color, both men and women, holding less than 5% (Powell & Butterfield, 2002). The number of women in executive positions continues to be minimal, despite the publicized gains made at the low and middle level manager levels (Klenke, 2003). Executive women are still encountering resistance from the "old boy's network" in the upper echelons. Women executives in Britain cited a lack of comfort by men in dealing with women on a professional level as a major barrier to advancement. Furthermore, a study conducted by the Conference Board of Canada reported that only 36% of chief executives are involved in ensuring women are promoted. Over 40% expressed their support for the advancement of women; however, no overt action was taken by any of the chief executives to aid in promotional opportunities (Gazso, 2004).

### Human Capital Theory

The primary theoretical focus of this research is predicated on Becker's Human Capital Theory. Human capital theory suggests that employees make rational choices regarding investments in their own human capital (Becker, 1975). This theory argues

that individuals make choices regarding whether or not they want to invest more time, effort, and money in education, training and experience in order to make themselves more valuable to their organization. That is, employees weigh the advantages and disadvantages regarding these decisions or investments, including the cost and potential rewards for such investments (Wayne et al., 1999). Most women believe that they have to work twice as hard as their male counterparts who are assigned to the same positions in order to be seen as nearly equal (Keeton, 1996). This holds true for women in law enforcement as well. They also believe that if they work hard, they will be rewarded with the anticipated assignment or promotion.

Throughout the review of the literature on human capital, women are often seen as lacking in human capital (Burke & McKeen, 1994; Elliot & Smith, 2004; Igbaria & Chidambaram, 1997; Metz, 2005; Metz & Tharenou, 2001; Smith, 2005; Thomas & Davies, 2002; Wayne et al., 1999). There is some suggestion that women have a higher turnover rate, more career interruptions and less success because they have fewer skills, less experience, lower educational levels, less work specific training and that they give a higher priority to their family responsibilities. These decisions impact the investment they attach to their career, which is related to issues of promotability (Igbaria & Chidambaram, 1997). Women who are able to attend training and increase their education are more committed to the organization, express greater job satisfaction and have better career prospects (Wentling, 2003).

The theoretical focus of this research paper is to identify the amount and type of human capital generated by women as they move up the organizational ranks and its impact on their promotional opportunities. Women have invested in many of the

components comprising human capital; however, despite this increased investment, they remain under-represented in upper management positions (Metz & Tharenou, 2001). An important issue to consider is that organizational culture continues to identify senior management positions as historically male. Women trying to conform to male stereotypical patterns experience professional difficulties, combined with issues surrounding family concerns as well. The negative impact on women with children has been identified as diminishing women's human capital. One area that generates much discussion is that of women who take time off for maternity and family leave but who want to remain competitive in the promotional process. In addressing family and maternity issues, Jackson (2001) indicates that "progression to the top of most organizations is a sequence of linear, vertical steps up the ladder; this sequence doesn't adjust well to extended leave and does not integrate the family" (p.33).

Overall, views of successful managers have been masculine. Enabling the stereotype to continue to manifest itself restricts women's ability to advance to the levels of senior management (Levin & Mattis, 2006; Mavin, 2001; Metz & Tharenou, 2001). The perpetuation of this view only slows the advancement of women. Stereotypical perceptions of women with children that have continued over time also negatively impact the advancement of women (Levin & Mattis, 2006; Mavin, 2001; Metz & Tharenou, 2001). There has been a negative connotation of women with children, believing their commitment to the organization is less than that of their male counterparts. The concern that women take time off for maternity leave, as well as time off for family responsibilities, joins the growing list of barriers women must overcome in order to advance (Jackson, 2001). Perceptions that women are preoccupied with family

responsibilities and the expectation that women possess less human capital negatively impact views of women in management. Moreover, despite increasing numbers of successful women in business, there is still reluctance to promote equally qualified women over their male counterparts (Mavin, 2001; Metz, 2005; Metz & Tharenou, 2001). In a study by Metz (2005) focusing on the impact of children on the career advancement of women, women ranging from non-managers to executives were surveyed to look at whether women with children experienced lesser human capital than their counterparts without children. Over 1000 women in the banking industry were surveyed. The study examines whether having children diminishes some human capital components such as education and years of work experience. Additionally, the study conducted a comparison between women with and without children to identify any barriers to advancement (Metz, 2005). The human capital factors examined in the Metz study included the number of years at work, career breaks, work hours, education, training and career breakthrough opportunities. All of the human capital factors were related to women's advancement with one exception – career breaks. Results indicated that, perhaps due to Social Role Theory, women are expected to have breaks in their careers and they were not penalized whether they had children or not (Metz, 2005).

The study by Igbaria and Chidambaram (1997) on the impact of gender differences of Information Technology professionals looked at differences in human capital and its impact on promotional opportunities. The focus of the study was to identify if women had less human capital due to lower educational levels, less experience and fewer skills than their male counterparts. It also looked at the impact of career interruptions on one's human capital. Results of the study were consistent with



expectations and indicated that women and men had similar educational levels. Women, however, had less life and work experience than men, and women held lower level jobs in the organization. There were notable differences for all life and work experience variables. The results also suggested that lack of sponsorship, networking, coaching and mentoring may also hold women back, in addition to family constraints. Additionally, the results indicated that women were less likely to reach top positions mainly because of a lack of experience and their concentration on areas that do not lead to top positions (Igbaria & Chidambaram, 1997). "Some of the inequality can be explained as a consequence of the differences in Human Capital formation, while the rest may be attributed to other factors, including job discrimination and other discriminatory practices" (Igbaria & Chidambaram, 1997, p. 3). Furthermore, Smith (2005) found that:

Performance factors such as work experience and job tenure are said to be more closely linked to promotion because they signal a firm's commitment to the workers in which they have invested. Review of promotion literature shows that when it comes to establishing how work experience and job tenure matter for promotion, the data are mixed: white men have higher average levels of work experience and job tenure than women and minorities. (p.1159)

Metz and Tharenou's (2001) study of the advancement of women in the banking industry in Australia discusses the impact of human and social capital on their upward progression. Interest was based on the suggestion from scholars that human capital is more important in the lower levels of the industry, while social capital was more critical as one moved up to managerial levels. For the purposes of this study, social capital was defined as:

the ability of actors to secure benefits by virtue of memberships in social network or other social structures. Human capital reflects individual ability and social capital reflects opportunity. Some scholars have suggested that social capital is more important than human capital for women to advance to higher management levels, and the converse applies to lower levels. (Metz & Tharenou, 2001, p. 313)

The exclusion of women from networking with higher-ranking males of an organization results in a negative impact on the promotional opportunities for women. Absent the opportunity to benefit from membership in a social network, and even with their investment in human capital, women continue to be underrepresented in the higher levels of many organizations (Jackson, 2001; Levin & Mattis, 2006; Linehan & Walsh, 1999; Martin & Jurik, 1996; Metz & Tharenou, 2001).

During this study, Metz and Tharenou (2001) surveyed 1183 women who were employed in various positions in the banking industry. Hypotheses examined for impact of human and social capital on the advancement of women, how human capital and social capital impacts at each promotional level studied, and finally, if the results were predictors of advancement to higher levels. The dependent variable for this study was managerial advancement, with human capital variables such as education and years of work measured. Additionally, a social capital variable, mentoring, was also measured. With a 65% return of useable surveys, Metz & Tharenou (2001) found that human capital is not necessarily related to the advancement of women at lower levels, and that social capital was not related at higher levels. The study indicated that human capital contributed most to the advancement of women. A qualitative component of this study included 2 open-ended questions identifying the five events that helped and hindered

their career advancement. Responses from the participants as to what were positive factors included education, training, experience, mentor support, work commitment, encouragement and performance. Obstacles included gender discrimination, stereotyped and attitudes, lack of opportunity, family, organizational change, lack of skills and knowledge and their immediate boss. The study also indicated that human capital was most significantly related to the advancement of women, with social capital having little impact. Another area in the study was interruption of career. The results indicated that a career break was more detrimental to women in the lower ranks, and did not as negatively impact women in the mid-manager levels (Metz & Tharenou, 2001).

Linehan and Walsh's (1999) study of senior female international managers from Fortune 500 companies examined the under-representation of female managers in international assignments. Many of the obstacles identified by those women who have "broken the glass ceiling" included a lack of female role models, inability to access male networks, lack of female mentors, as well as discrimination (Linehan & Walsh, 1999; Martin & Jurik, 1996). Because there are so few women in senior positions, additional pressure is placed on them being a "token" female, discrimination from co-workers and the organizational climate. The study noted that the women in the study experienced similar obstacles to advancement when they first began their move up the ladder in their local corporate settings. Recognizing the need to be as well or more qualified than their male counterparts, many women took proactive actions to better their position for promotion. They asked for their next career move, rather than waiting for someone to offer them a position, and they out performed their male competition with their ability to multi-task. These women believed they had to have higher education and greater

technical skills in order to countermand the negative perceptions (Linehan & Walsh, 1999).

Women's human capital gives them access to the lower levels of management. It is their inability to access social networks within an organization that restricts them from attaining positions of authority (Metz & Tharenou, 2001). The positive effects of having access to social networks include encouragement from not only supervisors, but co-workers as well, who support their access to positions of command. Another advantage of mentor support in upper levels of management provides inside access to opportunities that are made known only through informal networks (Metz & Tharenou, 2001). The analysis conducted on the data identified a correlation with the following human capital factors: type of occupation, years of work experience, training and development, career breakthroughs, and work hours. This correlation was positively related to women's advancement at both low and high levels (Metz & Tharenou, 2001). A cautionary reminder that the participants in this study are not representative of all women, but more representative of professional women in professional organizations. Overall, this study's findings imply that women benefit from investing in their human capital (Metz & Tharenou, 2001).

Burke and McKeen's (1994) study on training and development activities and career success of managerial and professional women reports while entry-level numbers for women are increasing, senior management positions are lacking. The study of managerial level and professional women examined a variety of developmental activities and their impact on their careers. The survey measured career success in the following areas – job status, career satisfaction, job involvement and career prospects. Additionally,

demographic and situational characteristics were included – organizational level in their present position, hours worked per week, years in current position and size of the organization. In the areas of education and training, respondents ranked orientation programs first, followed by technical training, supervisory coaching, peer coaching, and key assignments as the most important. The least important areas included advanced management program, having a sponsor, and career paths. The results indicated training and education absolutely make a difference in career outcomes. However, support was given to past studies concerning mentors and sponsors. Women have more difficulty in obtaining sponsors. Additionally, women receive less training and development and are assigned less risky and visible jobs than the males (Burke & McKeen, 1994).

Wayne et al. (1999) also conducted research studying the influence of human capital, motivation and supervisory sponsorship variables on career advancement of supervisors and subordinates. In this study, the researchers looked at two types of career mobility, contest and sponsor mobility. Human capital is characterized by several features such as education, job and organizational tenure. Based on Human Capital Theory, more educated workers have greater options because they have increased their human capital investment. In fact, research has shown educational attainment to be positively related to managerial advancement, salary progression and assessments of promotability. Job and organizational tenure are also viewed as investments in human capital. The contention is that individuals with longer job and organizational tenure may have developed expertise in their positions and obtained valuable firm-specific experiences. In other words, contest-mobility norm suggests that the organization rewards individuals who possess higher levels of human-capital (Wayne et al., 1999).

As part of the theoretical framework for their study, Wayne et al. (1999) cited Sheridan, Slocum, Buda, and Thompson (1990) and Rosenbaum (1984) who found that in the early stages of one's career, contest mobility factors and ability are most important. As one advances in his or her career, however, those predictors become less important. The researchers suggested, but did not test, that sponsorship becomes more important at later career stages (Wayne et al., 1999).

Contest mobility is based on one's investment in hard work, education, ability, work experience and amount of training. Motivation is also considered a component of human capital. Sponsored mobility is based on personal support and guidance from high-ranking managers within the organization. The focus of their study was to examine the variables of each to determine success. In this study, 1413 employees of corporate businesses across the United States were initially surveyed. They were selected due to their position as subordinates with a minimum of five years of employment. Additionally, a smaller group of supervisors for the employees were also surveyed with questions specifically targeted to an individual employee they supervised. Human capital measures included education, job tenure, organizational tenure, and motivation. On the social capital side, mentoring was studied, in the form of sponsored mobility. Results of the study indicated limited support for the contest mobility norm and stronger support for sponsored mobility norm. Information gathered from earlier research indicates that education is positively related to promotability and advancement, whereas job tenure and organizational tenure are consistent with positive career outcomes. All variables are indicative of human capital investment. In this study, a hypothesis was formulated that human capital was positively related to assessment of promotability and career

satisfaction. Motivation is also one of the components of human capital contest mobility. The researchers identified three factors to measure motivation – average hours worked per week, expected future income and work centrality. A second hypothesis studied whether the motivation variable (hours worked, desire for upward mobility and career planning) would positively predict salary increases and was positively related to assessment of promotability. Another hypothesis focused on sponsorship, leader-member exchange, and was positively related to assessment of promotability and career satisfaction. The study also looked at whether mentoring positively predicts salary progression and positively related to assessment of promotability and career satisfaction. All hypotheses encompass human capital motivation/sponsorship variables related to career success. Human capital and motivation variables represented the contest mobility norm. The results indicated one of the human capital variables, organizational tenure, was negatively related to career outcomes. This finding contradicts earlier research utilized in the study that has shown a positive relationship between organizational tenure and career success. The authors of this study speculate that tenure, which implies experience, positively relates to career success only up to a point, after which it actually becomes a detriment. It was suggested that once employees have plateaued they may have access to fewer promotional opportunities as opposed to absence of qualities needed for promotion (Wayne et al., 1999). Training was positively related to career satisfaction but did not significantly impact career progression. However, when studying the impact of sponsored mobility, mentoring was only related to promotability and not to career satisfaction or salary progression. Overall, the final results of the study indicate limited support for contest mobility but greater support of sponsored mobility for career success.



Contest mobility is a skill-based competition among women and minorities. In the area of contest mobility, it is becoming increasingly more difficult to “out-credential” others moving up the corporate ladder. Networking is the key factor in determining who will advance and who will not. As women and minorities ascend the hierarchy, their position “out of group” or “other” status becomes more evident. Their ascension does not make them more inclusive; it just heightens their representation in the “other” group, and they are not recognized as individuals. Women and minorities have two ways to advance; they can advance under white men or they can advance under similar others. How they advance influences which human capital path to follow – network assistance (sponsorship) or human capital. Among Latinos and white females, increasing inequity appear to be a result largely from human capital deficiencies and are much more likely to be experienced by females and Latin males in relation to white males, especially in the area of education (Elliott & Smith, 2004). Sponsored mobility identifies subordinates who have been “selected” for sponsorship and have received support and career related coaching from their supervisors.

### Mentoring

Mentoring has been identified across the board as a critical element in the success of both men and women. “Scholars suggest that credentials (education) and technical knowledge and skills gain entry into lower management, but networks and subjective social factors gain advancement to higher levels, disadvantaging women” (Tharenou, 2001, p. 1). Mentors can make the difference when competing for promotion (Jackson, 2001). Women in male dominated organizations often have limited mentoring opportunities, creating a paradox as:



mentoring relationships may be particularly important for women seeking leadership roles. Mentoring plays a much more significant role in upper level promotions than contest mobility, which is seen as more essential at the lower levels. The inability of women to access informal networks impedes their ability to advance to higher organizational levels and positions of leadership (Klenke, 1996, p.185).

Only about 10% of departments have any type of official mentoring programs. Informal mentoring programs can be successful, but they are hit or miss and not available to all officers who would benefit from such support. Mentoring is also considered an extension of the sponsor-mobility component and another area that will be studied in this paper. Mentoring has been related to a number of career outcomes including salary and promotions (Wayne et al., 1999). Studies on the importance of networks and their impact on career advancement within an organization have been well documented (Sheridan, 2002). Mentor support, career encouragement and internal networks have been suggested in the past to be important to women's advancement (Metz, 2005).

The issue of mentoring is a highly regarded component in research studies (Gold, 1999). Although informal mentoring occurs in some police departments, the concept of formal mentoring should be explored at greater length. Teaming a new employee with a more experienced officer will allow new officers to learn about the climate of the organization, and provide them with insight and guidance that would not normally be available to them. While senior females in a department can provide insight into issues peculiar to women, anyone who is interested in promoting the leadership of the department can be a mentor (Lonsway & Campbell, 2002). With the notable benefits of

mentoring, only 13% of surveyed departments actively mentor new officers (IACP, 1998).

If women and minorities have invested the same amount of human capital as white males, there should be no differences in promotion rate. In a study by Elliot and Smith (2004) on race, gender and workplace power of women and minorities, the lack of network assistance (mentoring), relative to white males, was notable. Women and minorities had to rely more on education and experience to achieve higher levels of power. They try to "out-credential" their white male counterparts to compensate for their lack of network assistance (Elliott & Smith, 2004).

In the national study by Keeton (1996) on characteristics of successful women managers and professionals in local government, a survey was designed to determine what factors were important to their career success. One of the three models utilized in this study was human capital. Surveys were sent to 792 middle and upper level managers stratified by state and had a return rate of 66.6%. Measures used were career advancement, perceptions of how hard they had to work in comparison to others, education and motivation. The results of the study revealed that women have to work harder than men, and that over 50% of the women said that they had to work twice as hard as men at the same level. Respondents also provided information on the glass ceiling. Although the majority of those returning the survey said that they had to work twice as hard as the men in the same position, only one-third acknowledged the glass ceiling. The younger women said that the glass ceiling existed more for the older women. Over three-fourths of the women surveyed stated that they had mentors at various times throughout their career. Most of the mentors were men, but they did not

credit the access to mentors for their success. In fact, they believed that their hard work and abilities were responsible. Keeton (1996) also discovered that most of the women who had been mentored did not want to mentor other women. Reasons ranged from jealousy to competition. It is the opinion of Keeton (1996) that the low number of successful women in local government will remain stagnant unless women step up and train others.

### Success Factors

Wentling's (2003) study on the Career Development and Aspirations of Women in Middle Management recognizes that women have made great progress, but their opportunity for senior level management remains limited. The initial 1995 study identified six factors that were identified as leading to success. They included educational credentials, hard work, mentors, interpersonal/people skills, demonstrate competency on the job and willingness to take risks. The factors that hindered their success were identified as bosses who do not guide or encourage their career progression, gender discrimination, lack of political savvy, lack of career strategy, lack of opportunity and family obligations (Wentling, 2003). In a follow-up survey, Wentling (2003) identified additional factors that were positively related to advancement including:

competency on the job, interpersonal skills, commitment/dedication/perseverance, opportunity and support from the company, willingness to learn new things and take on new responsibilities, hard work and self confidence. Factors that hinder in the last 5 years: being a women, lack of support from boss, lack of opportunity, family obligations, company re-organization/downsizing, and age. Studies revealed that women who participated in greater numbers of education and

training opportunities were more committed to their organization, had greater job satisfaction and had higher career prospects. (p. 318)

When asked what positions they aspired to achieve, 77% sought top-level management and 23% upper middle management.

A 1996 study by Kato Keeton was conducted to determine which factors were identified by females as important to their success. Most of the women equated their success to variables within their purview such as intelligence, interpersonal skills, hard work, self-confidence, competence on the job, technical skills, motivation, education, in-service training, knowing the right people, career planning, strong mentor, and longevity in the same organization. All of these variables are consistent with the contest mobility component of human capital theory. Many of those who have reached the upper levels of management believe that they had to work harder and be exceptionally competent to succeed (Keeton, 1996).

In a study of women police chiefs in the United States, Dorothy Schulz (2003) identified a variety of descriptive characteristics common to women who have achieved the top position in their respective law enforcement agencies. Prior to Schulz' (2003) study, only one earlier study by Price (1974) of a small group of men and women attending a training program. Price's (1974) study utilized the Dynamic Personality Inventory and was given to women whose rank was below that of police chief. The results of her study revealed that women utilized a more participatory style of management in their leadership style than the males. In the areas of emotional independence, verbal aggression, conservatism, concern with appearance and social roles,

the women scored higher than the male executives. The Price (1974) study is unique in its focus on the leadership styles of women police manager (Schulz, 2003).

Schulz's (2003) research commenced with the distribution of questionnaires mailed to 157 women who were identified as chiefs of police. Barriers such as tokenism and the bias of supervisors limiting the opportunities for women to perform in "high-profile" assignments were identified. Schulz reiterates previous documentation that the lack of opportunity to perform in high profile assignments negatively impacts female's ability to be selected for promotional opportunities. Additional information gathered from the female chiefs included the size of their department, if they remained in their initial agency throughout their career, and if not, how often they moved, education, tenure in their current rank, age, race and social status (Schulz, 2003). Several of these areas are also believed by this researcher to be factors in achieving success within a law enforcement agency, and have been addressed in the questionnaire developed for this present study.

All of the theory and concepts cited in this literature review highlight the challenges that have faced women as they seek to move up the promotional ladder. By identifying the issues and providing insight to overcome the negative impact on promotional opportunities, women will increase their human capital, resulting in greater numbers in upper levels of organizational hierarchy.

By taking their own initiative and investing in themselves, women create their own professional opportunities. Attending training and enhancing their occupational knowledge will increase their career opportunities that can be utilized anywhere. Increased competitiveness will make it more difficult for organizations to pass women

over for advancement (Wentling, 2003). While the majority of women believe they are making strides to higher positions, they also recognize that the process is very slow. When asked about the biggest obstacle to the career progression, the majority indicated the being a women was the biggest problem (Wentling, 2003). As stated by Wentling (2003), "Successful women do share some common characteristics – consistently exceeding performance expectations, developing a style with which male managers were comfortable and seeking out difficult or high visibility assignments"(p.321).

### Diversified Work Forces

The concept of organizational diversity is one that is often discussed, but whose application is much more challenging. Discussions as to the positive outcomes of new and fresh ideas and the availability of an expanded knowledge base have merit; however, attainment of a diversified work force still eludes many organizations (Arfken et al., 2004). Robinson and Dechant (1997) contend the greater the heterogeneity, the more competitive the business. One must look past gender and race and understand that multiple factors play a part in a diversified work force – physical abilities, alternative points of view, attitudes, backgrounds, skills. All of these areas encompass a variety of talent and ability that reflect favorably on the organization and result in the selection of the most qualified employee (Robinson & Dechant, 1997). Studies have indicated that employees of companies who believe they are treated equitably and have opportunities for advancement invest more of themselves. However, changing organizational culture requires a long-term investment over time, often years (Robinson & Dechant, 1997). Although there have been significant increases in diversity in the lower and middle

manager ranks in the public sector, few positions of command have been achieved in the private sector (Foldy, 2004). As stated by Mavin (2001):

Employers who do little to encourage women into higher positions in management are seriously restricting the resources and the diversity of skills and experience available to them by failing to make the best use of existing female employees. Women who feel they are not being given a fair chance soon start looking for an alternate employer. (p. 189)

According to a 2000 survey by the Catalyst organization, women make up almost 16% of top executives in large companies (Arfken et al., 2004). Traditional male oriented occupations are the most resistant to increased numbers of women in their ranks. To highlight this point, Catalyst reports that in the area of membership on corporate boards, balanced gender representation will not occur for more than 60 years (Arfken et al., 2004).

Law enforcement remains a highly masculine profession (Thomas & Davies, 2002). In order for law enforcement to truly represent the diversity of the community that they serve, there must be a concerted effort to increase the average percentages of women in law enforcement from approximately 12% to be more reflective of 46% of the workplace and over 50% representation of the total population being female (NCWP, 2000). This is not to say that representation of each specific diversified group must be equal, because gender is but one component of the total. Failing to tap into that resource diminishes the true reflection of the community. Integration into command levels will also insure that the future promotional candidates will see that their departments demonstrate a commitment to diversity.

Hierarchical structure and cultural features of police organizations create special problems and pressures for women (Haar & Morash, 1999). "Women officers in the UK tend to be under-represented in traffic and specialist operational units and somewhat over-represented in community relations and training departments. Women make up just 3 percent of all supervisory staff" (Dick & Jankowicz, 2001, p. 181). "Canteen culture," which continues the ideology of masculine standards of policing, is cited as one of the reasons for the poor representation of women police in certain roles. Embracing the principle that prolongs the belief that men are most suitable negatively impacts women's promotional opportunities (Dick & Jankowicz, 2001).

Top-level women are slowly gaining visibility. In order to make definitive gains, they must build what Kanter (1977) calls reputational capital. Reputational capital requires high visibility inside and outside one's organization, developing individual worth, and having access to the information loop, both formal and informal. In addition, these women must learn to project authority, leadership and character (Klenke, 2003).

In the final analysis, increased representation of women executives will depend on the willingness of women who have made it to the top to hire and promote other women to top positions. Even when women are CEO's, they do not necessarily develop, mentor or place other women on their top management teams (Klenke, 2003).

Throughout the literature review, the research clearly demonstrates a dearth of information on successful women in law enforcement. It has necessitated the utilization of anecdotal, biographical and autobiographical information to formulate theories and research studies. Of the literature reviewed, the overall consensus is that women are grossly under represented in law enforcement, even after more than a quarter century of



involvement and success. To this day, most police departments fail to have even token representation of women in their departments (NCWP, 2002). Studies by the Department of Justice (DOJ) and NCWP have shown that women are very capable of handling all factions of police work, yet discrimination still exists.

As this review was conducted, more and more data are becoming available on the issue. However, there does not appear to be a national study focusing on what has allowed women to be successful in this career—only on the obstacles. This review focused on the recent employment of women in law enforcement, targeting the last 30 years, recognizing barriers women face, the factors identified to help women succeed, with a look at the impact the culture of policing has had on promotional and advancement opportunities. As a result, this current study investigated these concerns by studying the impact of assignments, tenure, work attitudes, training, mentoring, and maternity leave on women in law enforcement. This study identifies specific variables of the human capital theory and whether they are significant in their predictive value of promotion to higher supervisory ranks. Areas examined included type of job assignments, organizational tenure, the impact of maternity leave on women's human capital, amount of training and mentoring (Burke & McKeen, 1994; Elliot & Smith, 2004; Igbaria & Chidambaram, 1997; Metz, 2005; Metz & Tharenou, 2001; Smith, 2005; Thomas & Davies, 2002; Wayne, et al. 1999). Additionally, obstacles to advancement, including the impact of homosocial reproduction are also discussed (Elliot & Smith, 2004; Felkenes & Schroeder, 1993; Foldy, 2004; Gazso, 2004; Maume, 1999; and Tharenou, 2001).

Few studies have been conducted on how women who are upwardly mobile have achieved their success. By identifying tangible characteristics, future aspirants of

command will be able to recognize in themselves what has been successful for women who have achieved positions of command in law enforcement.

#### Obstacles to advancement: Glass Ceiling and the Pink Ghetto

##### *Glass Ceiling*

According to the Federal Glass Ceiling Commission of 1995, "women are still concentrated in functional roles traditionally viewed as female positions: staff positions such as human resources, corporate communications, community and governmental relations" (Levin & Mattis, 2006, p. 63). The glass ceiling has been defined as a mechanism to prevent or exclude women and minorities from advancing to high-level positions in senior management (Jackson, 2001; O'Conner, 2001). Cultural beliefs and attitudes of male dominated organizations maintain the concept that women are not viewed as leaders. Stereotypical views see women in traditional, passive roles. Contributing to these negative views is the overall organizational culture that impacts not only the work environment and morale, but especially organizational commitment (Mattis, 2004). This view continues the perspective that women are unsuitable for advancement (Jackson, 2001). O'Conner addresses the concern that some women may recognize the presence of a glass ceiling and make a conscious decision not to apply for advancement. Barriers such as organizational politics, one's investment in human capital, gender discrimination, stereotyping, lack of skills and education, lack of female role models, exclusion from male networks and insufficient numbers of female mentors are examples of impediments to women achieving successful promotion (Gazso, 2004; Linehan & Walsh, 1999; Mavin, 2001; O'Conner, 2001).

Women have successfully increased entry and mid-manager representation; however, they have not reached the upper levels of organizations (Sheridan, 2002). Women have made significant progress in gaining experience and increased qualifications in order to be competitive for senior management positions. However the presence of the glass ceiling continues to keep women from reaching higher levels. Organizational culture is cited as the primary barrier to women's advancement. Additionally, politics, homosocial reproduction, discrimination, inability to access networking groups, the good old boy network, as well as the perception that women possess lesser human capital all negatively impact women's advancement (Jackson, 2001; Mavin, 2001; O'Conner, 2001).

Those women who overcome barriers obstructing their advancement and get the leadership position can also find themselves facing another obstacle – a glass wall. Now, not only is their upward mobility restricted, the opportunities for selection to high visibility positions or those operations, line and staff positions that are conduits to promotion remain outside of their reach. Continued organizational practices that maintain the practice of placing women in unchallenging positions in support roles continues to diminish the opportunity for women to gain attention necessary for them to be seen as viable candidates (Gazso, 2004; Jackson, 2004; Robinson & DeChant, 1997; Vinnicombe & Singh, 2003). If men and women fail to see women in critical positions, the perception of women is that of a follower, not a leader, reinforcing the subordinate role. In order to overcome this perception, women need the opportunity to experience leadership opportunities (Levin & Mattis, 2006).

## *Pink Ghetto*

“Pink ghetto” is a term defined in a study on the status of women, children and poverty in America and is used to describe the limits on a woman’s career advancement in traditional and often low paying jobs. It has also been characterized by the failure of women to determine a career path (Kleiman & Bachman, 2005). Both of these terms, pink ghetto and glass ceiling are utilized when discussing the inability to break into upper levels of management.

Across a variety of occupational areas, women have reported that they must work harder than their male counterparts and prove themselves over and over again in order to maintain their status quo (Jackson, 2001; Linehan & Walsh, 1999). In law enforcement agencies across the world, women are negatively impacted by the glass ceiling and pink ghetto in areas where advancement to senior positions requires passing an exam and the acquisition of experience in the areas that are considered “real police work” (Burke & Mikkelsen, 2005b). The inability of women to be assigned to areas such as homicide, narcotics, street crimes, or field training officers negatively impacts their ability to be competitive in the promotional process. Relegating women to positions more likely to be identified as traditionally female assignments – juvenile, child abuse and sex crimes investigation, diminish their visibility as competent and able members of a law enforcement agency (NCWP, 2000). For example, in the Philippines, an officer’s service reputation is the most important factor for promotion. Officers must demonstrate proficiency in both field and administrative assignments. However, female officers are normally assigned to desk assignments and not able to participate in patrol assignments. In Pakistan, the organizational structure is highly restrictive – women are constrained not

only by a glass ceiling, but glass walls. Women cannot be involved in criminal investigations unless the female is a subject, but appointment to an investigative unit is desired when selecting candidates for promotion. Women were assigned to areas that were detrimental to them since participation in operational duties was a requirement for promotion to senior posts. Promotions were gained mainly by assignment to women-only police stations (Amos-Wilson, 1999). Grant, Garrison, and McCormick (1990) found that diversity in job assignments was positively correlated with the impression of utilization and work satisfaction. If women were not engaged in constructive and meaningful work, they may decide against applying for promotional opportunities (DeGuzman & Frank, 2004). Female officers who experienced decreased levels of equal opportunity perceived increased career differences, less job satisfaction and decreased professional self-worth. On the other hand, women who had a sense of increased promotional opportunities reported greater job satisfaction, positive reinforcement of their leadership abilities, less negativity and better overall health (Burke & Mikkelsen, 2005a).

There are a variety of reasons expressed by police departments for not promoting women. Responding to a survey conducted by IACP, 18% stated that there were not enough women to promote; 13% indicated that there were no promotional opportunities, 9% admitted that gender bias played a part in limiting the role of women and 6% acknowledged that women would not be accepted (IACP, 1998). Even if women entered all occupations at representative levels, it would take a full career cycle – as long as 15 to 20 years in some instances—for representation in these careers to resemble that of the service overall (Harrell et al., 2002).

As stated earlier in Chapter 1, the percentage of women in policing nationally is approximately 13.5%, with supervisors at 9.6% and only 7.3% in top command. The impact of low percentages of women in the occupational arena is discussed in the literature of Rosabeth Kanter (1977) and her theory of tokenism. Kanter's (1977) theory of tokenism found that women who make up less than 15% of their organization experience negative impacts including less job satisfaction and lower self-esteem (Krimmel & Gormley, 2003). Even with the advances made in today's law enforcement arena, almost all women are considered tokens if we utilize Kanter's (1977) theory of tokenism. A 1979 study conducted by Martin on tokenism, reported that when male officers believe the women are just tokens, the women experience increased pressure, assignment to traditional support positions and isolation (Van Wormer & Bartollas, 2003).

Krimmel and Gormley (2003), in their research on tokenism and job satisfaction found that the percentage of representation within a department was correlated to job satisfaction. Kanter's theory of tokenism, as indicated above, indicated that women working in departments with less than 15% representation experienced less job satisfaction. Their study was conducted with 300 women in law enforcement attending a conference, with a return of 175 surveys (58.3%). The results indicated that the most important variable is the proportion of women in the department, and that overall, most women are satisfied at work (Krimmel & Gormley, 2003).

Another study of Women in Senior Police Management, conducted by Kim Adams at the Australasian Center for Policing Research (2001), discovered that women had assimilated with or adapted to the culture of policing.

Adams' (2001) study begins with the statement there is not a lack of competent women to achieve the status of upper management. Rather, it is the barriers that the organization places in front of the females struggling to achieve those ranks. Based on the degree that women have adapted or assimilated into the organization, the greater their ability to succeed. This process of successful promotion requires time to develop, as is evidenced in the study by Baxter and Wright (2000) who identified a 15-year timeline from the time one enters the profession (Adams, 2001). Adams reported that females experienced sexual discrimination, men's club, prejudice, lack of career guidance, lack of confidence, discrimination and no access to the informal networks of males. Women also identified work spillover into their family obligations. One major area of discussion was the need to change organizational culture as cultural expectations continue to discourage women from advancement.

### Homosocial Reproduction

One of the most visible issues women in executive positions must overcome is the issue of homosocial reproduction. Kanter (1977) defines homosocial reproduction as the ability to reproduce specific social characteristics over time (Elliott & Smith, 2004). Uncertainty is not an attribute that organizations embrace, and the ability to respond in a previously utilized manner minimizes that uncertainty (Powell & Butterfield, 2002).

The term homosocial reproduction was first used by Moore in 1962 to describe the organizational relationships that men in a corporation use to reproduce like minded successors (Felkenes & Schroder, 1993). Exclusion of groups of female managers from internal work groups is cited by Kanter (1977) as a contributing factor for a women's failure as managers (Maume, 1999). Kanter (1977) describes homosocial reproduction as



the movement up the organizational hierarchies to power positions. She also defines it as “in group network sponsorship in which aspiring white men are privileged over women and minorities because they share two important ascribed characteristics with most of their supervisors: white and male status” (Smith, 2005, p.1162). Homosocial reproduction is one reason for “organizational stratification” (Foldy, 2004). In information to be discussed later in the literature review, these factors are a result of a female’s inability to break into the ranks of traditional male managers. This inability to access the higher levels of the organization creates uncertainty for women (Elliott & Smith, 2004).

White males historically have had the opportunity to engage in, and benefit from the practice of homosocial reproduction. However, the pattern of homosocial reproduction is common across race and gender (Elliott & Smith 2004; Powell & Butterfield, 2002). Based on the theory of homosocial reproduction, women and minorities who work with similar others benefit from network assistance making human capital (education and experience) less important (Elliott & Smith, 2004).

Homosocial reproduction is consistent with the attraction – similarity theory. This theory contends that white males get ahead in predominately white organizations because of strong ties to other similar people. The advancement of black employees is tied more to contest mobility rather than social mobility (James, 2000).

Men and women have different access to certain employment opportunities (De Guzman & Frank, 2004). Discrepancies in promotion rate may not be blatant, but may be linked to access to better work opportunities, challenging assignments and other occupational experience considered essential to one’s job advancement (De Guzman & Frank, 2004). Tharenou (2001) cites Kanter’s (1977) argument that managers choose



people socially similar to themselves to advance. Because the majority of managers are male, and as explained by the theory of homosocial reproduction, these men tend to promote or sponsor other men. However, when there are less males represented in the hierarchy of the organization, the greater the opportunity for advancement for women (Tharenou, 2001). Since men tend to promote people who look like themselves, women need to be more outspoken as to their desire and ability for advancement (Linehan & Walsh, 1999).

One theory postulated by Smith (2005) argues that:

by virtue of their gender status as “male” and their racial status as “white”... White men’s labor market prospects are enhanced by sponsored mobility process. White men have greater access than women and minorities to the kinds of job networks that fuel mentorship ties to subordinate white men. The opportunity to benefit from sponsor mobility enables white males to gain promotional benefits earlier than females and minorities. (p. 1158).

Information gathered from EEOC from 1998 to 2002 indicated that the majority of officials and managers were white males (60%). For women and minorities vying for similar positions, the lack of mentors proved to be a disadvantage. Women and minorities were subjected to evaluation based on contest mobility (Smith, 2005). Additionally, women are seen to have less occupational authority than men, resulting in longer waits for advancement (Smith, 2005).

A study by Chow and Crawford (2004) entitled *Gender, Ethnic Diversity, and Career Advancement in the Workplace: The Social Identity Perspective* targeted the concept of social identity which suggests that people work better with people who are

similar to themselves. The exclusion of minorities from group membership and important decision making opportunities results in slower advancement. Women have less access to informational networking systems, resulting in their exclusion from valuable information (Chow & Crawford, 2004). Based on the information provided in the study by Chow and Crawford (2004) on the social identity perspective, they examined women and minorities issues in three main areas: differences in level of support, atmosphere and commitment, and perceived support linked to advancement. The results indicated no difference in the number of promotions sought; however, there was a significant difference in the success rate for promotion. Women were twice as unlikely to be promoted. Education, qualifications and position in the organization were not significant predictors of promotion. The study cited longer tenure for males, which was significantly related to promotion. And, although gender had a slight effect on promotion, education and qualifications did not (Chow & Crawford, 2004).

Another issue that impacts the under-representation of women is the culture of policing. It is best described as “a solidarity of mostly white males who perpetuate the stereotype by personifying masculine images of toughness, aggressiveness and assertiveness, resisting the change over several decades evolving into community policing documented abilities of women to be successful on the job” (Martin & Jurik, 1996, pp. 60-61). Fletcher (1995), in her book *Breaking & Entering*, identifies a hierarchy in policing with white males at the top, followed by black males, minority males, white females, black females and finally gay males. She also notes that although a man can automatically be a part of the culture, women in law enforcement must prove

themselves over and over again, especially as they move from assignment to assignment. Increasing diversity is a means to change with organizational culture (Adams, 2001).

### Summary

The review of the literature identified some obstacles that women in law enforcement encounter as they seek to ascend the promotional ladder. The purpose of the present study is to build on this knowledge by exploring the impact of these obstacles, as well as identify other variables that might increase human capital investments made by women at various levels of the rank structure. It was interesting to note that based on the available literature that women have found that their investment in human capital is effective in their work environment.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### Research Design

The research design is a national survey utilizing quantitative analysis to examine the correlation between human capital variables and promotion with qualitative dimensions. Questions focus on areas related to success such as job assignments, tenure, training, mentors, and maternity leave. Additional questions focused on job skills, attitudes, and behaviors related to leadership. Quantitative data will be used to identify variables that are predictive of higher rank status among women in law enforcement. The purpose is to expand social scientific understanding of the factors that differentiate those women who climb the promotional ladder within police organizations. Qualitative data, gathered from details and comments provided by the respondents, will then be used to supplement the information with personal perspectives from the women on what factors led their success within the field. Demographic characteristics of respondents will be compared to those of women in law enforcement more generally in order to provide some indicator of how representative the final sample of respondents, as compared to that population.

#### Population and Sampling Plan

##### *Target Population*

The target population is all women in law enforcement who hold the rank of sergeant and above or its equivalent who are voluntary members of the National Association of Women Law Enforcement Executives (NAWLEE) and/or the

International Association of Chiefs of Police (IACP). The goal of this study is to test for variables that distinguish between women who have been promoted to sergeant and those who have been promoted beyond the level of sergeant. Sergeant was selected since it is the first level of supervision in most departments. It is not possible to identify every female who meets that job description across the United States, so a sample population was identified from the above two professional law enforcement organizations. It is understood that not all women who hold the rank of sergeant and above are members of these organizations however; all members are employed in law enforcement agencies throughout the United States and include representation from municipal, county, state and university environments.

According to their website ([www.nawlee.com](http://www.nawlee.com)), the mission of NAWLEE was established to support women in senior law enforcement management positions. NAWLEE seeks to "serve and further the interests of women executives and those who aspire to be executives in law enforcement". Membership encompasses sworn and non-sworn individuals who support women in law enforcement. This organization, whose membership is approximately 400, also provides networking and mentoring opportunities, as well as educational opportunities in the areas of leadership, management and administration.

Information gathered from the website ([www.theiacp.org](http://www.theiacp.org)) for the IACP indicates active membership consists of police chiefs, commissioners, sheriffs, constables, sergeants, public safety directors, as well as non-sworn components such as instructors and legal counsels. Associate memberships include supervisory positions not identified above. For over 100 years, the IACP has provided philosophical and technological

research in criminal justice. Membership of IACP consists of approximately 17,000. Information was requested from these organizations by the researcher to identify women who held the rank of sergeant or its equivalent and above. An initial list was compiled consisting of 635 women from IACP and 371 from NAWLEE (N=1006). Women who were employed by federal law enforcement agencies were excluded, since their promotional process and rank structure were different than local and state agencies. Women who were not actively employed in law enforcement were also removed from the population, as well as duplicate names for those who were active members of both organizations. These exclusions resulted in a final count of 655.

#### *Accessible Population*

The random sample was drawn from the total accessible population of 655. The sample was stratified by 4 categories, delineated by rank: Top Command (N=163) included the ranks of Chief (128), Director (17), Sheriff (5), Superintendent (1), Commissioner (3), Colonel (6) and Other (3). All of these positions were combined, since they were synonymous with the highest rank of the department. Command Staff (N=196) included the ranks of Assistant Chief (43), Assistant Director (15), Assistant Superintendent (4) Deputy Chief (41), Lt. Colonel (4), Bureau Chief (5), Commander (45), Major (34) and Other (5). Mid- Management (N = 223) included Captains (128), and Lieutenants (95) and finally First Line Supervisors (N= 73) which included Sergeants (69) and Other (4). In the group of Top Command, the individual ranks were all included in the accessible population, however, in the random selection of every other name on the list, all the selections held the title of Chief. In the Assistant Chief group, all assistant or deputy positions listed individually were collapsed into the Assistant Chief rank for

purposes of simplicity. Mid-manager and First Line Supervisor ranks were identified in their original configurations. Every other name in each rank was selected for inclusion on the study. Fifty percent of each rank was selected in order to provide sufficient responses from each rank. Due to the small number of sergeants in these selected organizations, surveys were sent to every woman in that rank. Surveys were mailed out to each selected person on the mailing list.

The accessible population, number of actual surveys mailed, number of returned surveys and the percentage of returned surveys are listed in Table 3-1.

### Instrumentation

A national survey was utilized as the instrument to collect the data. The majority of this questionnaire was designed by the researcher with the exception of the Abridged Job Descriptive Index. The information gathered from the survey was predicated on the components of human capital theory identified in the literature. Questions were specifically targeted to types of job assignments, amount of tenure in law enforcement, the impact of taking maternity leave on career progression, as well as questions concerning the effect of training and mentors on one's career progression. The importance of specific leadership skills and behaviors were also studied, all in an effort to identify success factors. In order to increase the reliability of the survey instrument, the questionnaire was pre-tested to 18 women in law enforcement from across South Florida who were attending a local seminar. Based on their responses and comments concerning the clarity of the questions, as well as the elimination of questions that were not specifically targeted to this study, changes were made to the final version. The responses

from the pre-test were noticeably similar to those received from the questionnaire sent out to the members of IACP and NAWLEE, providing validity to the actual instrument.

The finalized survey instrument consisted of six sections: Work History, Promotion, Mentoring Opportunities, Work Skills, Behaviors and Attitudes & Abridged Job Descriptive Index, Personal Demographics and Personal Experiences. Each question was answered by selection of a either forced choice, fill in the blank or Likert scale (Appendix B). Each response was coded in order to simplify data input. Personal experience and opinions that were provided in response to specific questions were categorized into themes for inclusion in the qualitative results section of this study.

#### *Section One – Work History*

The first section of the survey listed a variety of job assignments in law enforcement. Type of assignment is identified as increasing one's human capital for promotion (Burke & McKeen, 1994; Burke & Mikkelsen, 2005; Igbaria & Chidambaram, 1997; Levin & Mattis, 2006; Martin & Jurik, 1996; NCWP, 2000; Shultz, 2003). Included in the list are jobs that are non-traditional, traditionally female and varied assignments. The breakdown of assignments was based on definitions identified by NCWP (2003). Respondents were asked to select all work assignments held throughout their career. These assignments were then coded and entered into the SPSS database.

Organizational and job related tenure are also components of the human capital theory (Becker, 1975; Chow & Crawford, 2004; Wayne et al., 1999). Included in Section One was a question asking, "How many years have you been a sworn law enforcement officer?" This response was fill-in-the-blank.



Table 3-1

*Accessible Population*

RANK	Total Number Accessible	Total Number Mailed	Total Number Returned	% Returned
TOP COMMAND				
CHIEF	128	71	38	
DIRECTOR	17			
SHERIFF	5			
SUPERINTENDENT	1			
COMMISSIONER	3			
COLONEL	6			
OTHER	3			
TOTAL	163	71	38	53.52%
COMMAND				
ASSISTANT CHIEF	43	56	32	
ASSISTANT DIRECTOR	15			
ASSISTANT SUPERINTENDENT	4			
DEPUTY CHIEF	41			
LIEUTENANT COLONEL	4			
BUREAU CHIEF	5			
COMMANDER	45	26	13	
MAJOR	34	13	12	
OTHER	5			
TOTAL	196	95	57	60%
MID-MANAGER				
CAPTAIN	128	62	35	
LIEUTENANT	95	46	26	
TOTAL	223	108	61	56.41%
FIRST LINE SUPERVISOR				
SERGEANT	69	70	32	
OTHER	4			
TOTAL	73	70	32	45.71%
TOTAL ALL CATEGORIES	655	344	188	54.65%

Women who have taken maternity leave are identified in the literature as having less human capital than those who have not (Mattis, 2004; Metz & Tharenou, 2001). The question posed to the participants of the study was, "Have you taken maternity leave while employed in law enforcement?" Responses were yes or no. If the respondent answered yes, a follow-up question was asked: do you believe it had any impact on your

career progression? Yes or no were the responses, with a space provided for explanation if they so chose.

### *Section Two – Promotion*

The investment in education and training are components of human capital theory. Higher educational levels and amount of training are tied to one's increased human capital (Elliot & Smith, 2004; Smith, 2005; Wentling, 2003). In this section, questions related to this component of human capital theory included: "Over the course of your career, how many leadership courses have you attended?" "Additionally, above and beyond what was required by your department, how many specialized leadership courses have you taken?" "How many specialized promotional courses have you taken?" All questions were fill-in-the-blank. "Have you attended any of the following national management programs" was the final question in this section, with the following forced responses: (a) Federal Bureau of Investigation National Academy, (b) Southern Police Institute, (c) Northwestern University School of Police Staff and Command, or (d) Other. There was space provided for the name of the school listed that was not part of the original list.

### *Section Three – Mentoring Opportunities*

There is a great deal of literature on the importance of networking and mentoring in the literature, as it relates to one's increased human capital (Burke & McKeen, 1994; Gazso, 2004; Gold, 1999; Jackson, 2001; Linehan & Walsh, 1999; Maume, 1999; Mavin, 2001; Metz & Tharenou, 2001; O'Conner, 2001; Sheridan, 2003; Tharenou, 2001; Wayne et al., 1999).

Questions in this area consisted of the following: "Have you ever been involved in a formal mentoring program?" "Have you ever been involved in an informal mentoring program?" These responses were forced yes/no answers. Additionally, a follow-up question was posed: "If you were mentored, do you believe that it was a positive factor in your promotability?" Forced responses of yes, no and unsure were utilized for this question. Who served as your mentor was another question posed – with the following forced choices for response: (a) Supervisor, (b) Co-worker, (c) Personal Friend, Family member, or (d) Other, with a space to list who the other mentor was.

#### *Section Four – Work Skills, Behaviors and Attitudes*

Part 1 identifies 10 skills and behaviors for the respondents to rate on a Likert Scale ranging from 1 being not important to 7 being important. The 10 skills were identified from the review of the literature on human capital, a variety of leadership publications, as well as anecdotal areas that women in policing have identified as important for promotion. The following skills and behaviors were included in this segment: ability, competency, credibility, desire, experience, knowledge, performance, trust and team player. Additionally, Section 4, Part 2 in the Work Skills, Attitudes and Behaviors Section: Job Strengths was adapted from the Miami-Dade College Assessment Center. The college utilizes content validation utilizing subject matter experts (SME) rather than job analysis. The literature on assessment center dimensions indicates that there is a positive relationship between Assessment Center performance and career progression. In a study of seven full time municipal police departments, those participants who finished in the top 20% of the research had a 76% rate of success for promotion (Eisenberg, 2001). Dimensions are job related behaviors that are observable,

measurable and specific to the job. Dimensions are also characterized as knowledge, skills and abilities (Michelson, 2000). Recent research has reported favorable evidence for the construct related validity of assessment center dimensions (Winfred, Day, McNelly & Edens, 2003). In the study, the dimensions with the highest predictor value for job performance were problem solving, influencing others and organizing and planning. A mid-range dimension was communications, and the least favorable rating was identified with consideration/ awareness of others and drive (Winfred, et al., 2003). Dimensions are defined as behaviors that are specific, observable, and measurable and can be reliably and logically classified together and are related to job success (IACP, 2000).

The Miami-Dade Criminal Justice Assessment Center: One Year Later study was undertaken to focus on identifying specific job related measures (Mendoza & Craig, 1983). In a study 827 questionnaires were submitted to participants, with an 80% response rate. The responses elicited information which was reduced to eight dimensions for law enforcement: directing others, interpersonal skills, perception; decision making; decisiveness, adaptability, oral communication and written communication. A later study conducted by Mendoza and Benton (1986) also identified assessment center dimensions for police sergeant and lieutenant candidates. These dimensions included: (a) Leadership, Judgment, Organizing and Planning; (b) Decisiveness, Perception and Analysis; and (c) Interpersonal, Oral Communication, Adaptability and Written Communication. Dimensions utilized in current promotional assessment centers include original dimensions, with the elimination of Judgment and replacement with Decision Making. Current MDPD dimensions and definitions were taken from the Miami Dade

County (MDC) School of Justice Assessment Center 2002 Sergeant; 2005 Lieutenant Skills Assessment handout. The dimensions included in the current study include: (a) interpersonal skills, (b) problem solving, (c) leadership, (d) decision making, (e) decisiveness, (f) perception and analysis, (g) organizing and planning, (h) adaptability, (i) oral communication, and (j) written communication.

#### *Section Four – Part 3 – Abridged Job Descriptive Index*

The Abridged Job Descriptive Index was included in the final survey to capture several elements of job satisfaction – another component of human capital (Krimmel & Gormley, 2003; Mattis, 2004; Wentling, 2003). Permission was granted by the publisher to utilize this measure. The Job Descriptive Index (JDI) is one of the most widely utilized instruments to measure job satisfaction and evidence supports the reliability and validity of the measure. The abridged JDI has recently been developed by Stanton et al. (2001). A comparative study of the original Job Descriptive Index, which consisted of 72 items, was conducted with the Abridged JDI, which utilized shorter scales. The resulting analysis identified all five scales used in the abridged version had alphas above .70. Additionally, “correlations for the abridged scales were somewhat suppressed relative to the full length version, as would be expected from the reliability of the abridged scale scores. More importantly, however, the general patterns of correlation appear to have been preserved” (Stanton et al., 2001) during comparative studies that indicate that it is able to meet the same levels of consistency and validity as the longer version (Stanton et al., 2001, p. 1112). Following a series of three studies to validate the new abridged scale, the author’s results varied only slightly from sample to sample. Overall, the Abridged

version of the JDI was consistent with previous findings from the original scale to measure job satisfaction.

#### *Section Five – Personal Demographics*

Section Five completed the quantitative component of the survey with questions concerning the respondent's personal demographics including race, age, educational level and current marital status.

#### *Section Six – Open-ended Questions*

Section six contained two multi-response questions: question one: "What are the three most important factors that helped you achieve your position of rank?" The second question was: "What are the three most critical obstacles you encountered in the pursuit of your promotion?" Both questions provided spaces for fill-in-the-blank responses. There was a follow up question to the second question concerning obstacles – "Have you overcome any/all of these obstacles," with a yes or no response. There was a space for explanation if the respondent wished to provide additional information regarding that question (Appendices G, H).

Following approval from the IRB, an introductory letter identifying the researcher, why the research is being conducted and why their participation is important to this study, the survey, consent form, an instruction sheet, as well as a comments page were sent to the selected names in each category of Top Command, Command, Mid-Management, and First Line Supervisor (Appendices A, E, F). The packet was sent to their work address, which was derived from the membership lists of the International Association of Chiefs of Police (IACP) and the National Association of Women Law Enforcement Executives (NAWLEE). The respondents were requested to sign the

consent form, complete the survey, and return both to the researcher in the stamped, self-addressed envelope provided. Approximately four weeks following the initial mailing, a follow-up letter was sent to those who did not return the survey. Since the survey was sent to their departmental address, a letter, rather than a post card was sent. The participants' identity was treated as confidential by the researcher. Each survey was assigned a code number, and the data was coded with that number. All of the data gathered during this study will be kept strictly confidential by the researcher. Data will be stored in locked files and destroyed at the end of five years. All information will be held in the strictest confidence and may not be disclosed unless required by law or regulation. There was a section in the survey requesting the participant provide contact information for clarification and follow-up questions, if necessary. However, this section was completely voluntary and did not have any impact on the survey if they declined to provide the information. All participants were offered the opportunity to receive a summary of the results of the study upon completion if they provided the requested contact information.

#### *Procedures: Ethical Considerations and Data Collection Methods*

The following procedures were implemented prior to data collection for this project.

1. Permission was granted in writing from the Bowling Green State University to reproduce 400 copies of the Abridged Job Descriptive Index (AJDI) on October 23, 2006 (Appendix C).
2. A survey was created by this researcher targeting areas of Work History, Promotion, Mentoring Opportunities, Work Skills Behaviors and Attitudes, Personal

Demographics and Open Ended Questions. Prior to the finalized version presented to the IRB, a pre-test was given to eighteen women in law enforcement in South Florida to complete. Comments from the participants provided the researcher with information to modify the survey and those changes were incorporated into the final version of the survey.

3. An introductory letter, identifying this researcher, and providing information as to the focus of this study was created. The letter provided information as to why the participant was selected, and requested their assistance in this project. The letter promised confidentiality of the participants, and reiterated that no information gathered in this study that would lead to the identification of any individual would be released. The participants were advised that the survey should take approximately 20 minutes to complete. Additionally, the participants were informed that there may be some questions sensitive in nature, however, the risk of participating in the study was minimal (Appendix F).

4. A consent form (Voluntary Consent Form provided by Lynn University) was also included in the packet (Appendix A). The consent form provided directions to the participant regarding the study, identified the purpose of the study, the procedures, possible risks and/or benefits, information on confidentiality, their right to withdraw, along with contact information for this researcher, as well as the faculty advisor for the project. The participants were requested to complete the form and return the form with the completed survey, in the enclosed self-addressed, stamped envelope. A copy of the consent form was also provided to the participants for their records.



5. The survey, which consists of 8 total pages, was included in the packet (Appendix B).
6. The entire package was presented to the IRB for approval, along with IRB Form 1, Part A. Application for Review of Research Involving Human Subjects; IRB Form 1, Part B – Certification and Signatures; and IRB form 1 Part C – Research Protocol (Appendix A).
7. IRB Approval was received November 11, 2006 (Appendix A).
8. Surveys were mailed out to the participants the week of January 15, 2007. Follow-up letters were sent out approximately six weeks later. Contact was made by some of the respondents following the reminder, and requests for replacement surveys were received. Those requests were honored, and duplicate surveys were sent to those who requested them. Data collection ceased in May, 2007.
9. IRB Form 8 IRB Report of Termination of Project was sent to the IRB in August, 2007 (Appendix E).
10. All data recovered from the surveys was coded by this researcher and entered into the SPSS Graduate version 15.0 for data analysis.
11. Permission received from National Center for Women in Policing for use of copyright graphs on November 14, 2007.
12. The completed surveys will be kept in a locked safe in the researcher's residence, and will be destroyed after five years.

### Hypotheses

The following hypotheses were developed in an effort to test human capital theory on the promotional process of women in law enforcement.

### *Hypothesis 1*

Women who have achieved positions of higher supervisory rank have worked in a significantly greater number of non-traditional assignments than those of a lower rank.

The literature cites women's lack of opportunity to receive assignments in traditionally male assignments as negatively impacting their human capital. Based on the earlier review of the literature, it is selection to positions such as homicide, narcotics, robbery, etc. that increase one's human capital (NCWP, 2000). Women are often selected for assignments that do not position them for promotion (Jackson, 2001, Gazso, 2004). In other studies, research indicates that women may not be positioning themselves for advancement by their choices in career assignments (Igbaria & Chidambaram, 1997).

### *Hypothesis 2*

Women who have achieved positions of higher levels of supervisory rank have been employed in law enforcement significantly longer than those who are in lower ranks. The literature on human capital suggests that the number of years worked is a component of human capital theory.

### *Hypothesis 3*

Women who have not taken maternity leave during their tenure as a law enforcement officer are significantly more likely to achieve positions of higher supervisory rank. Much of the literature suggests that women are perceived as having less human capital when they have career breaks related to maternity leave or family issues.

#### *Hypothesis 4*

Women who have achieved positions of higher levels of supervisory rank have attended significantly more specialized training courses than women in lesser ranks. The amount of training attended by employees is another component of the human capital theory.

#### *Hypothesis 5*

Women who have achieved positions of higher levels of supervisory rank have been mentored more during their careers than women of lower ranks. The literature indicates that mentoring is a factor identified in human capital theory, specifically related to social mobility versus contest mobility.

#### *Hypothesis 6*

Women who have achieved positions of higher levels of supervisory rank categorize specific work skills and behaviors with different values than women in lower ranks.

#### *Hypothesis 7*

Women who have achieved positions of higher levels of supervisory rank scores in categories of the Abridged Job Descriptive Index are dissimilar to women in lesser ranks.

### Measurement of Variables

The levels of measurement utilized in this research include nominal, ordinal and interval measurements throughout the survey. The hypotheses proffered by this researcher are almost entirely predicated on women in law enforcement's investment in human capital, and how it impacts their promotional success.

Hypothesis 1 theorizes that women who have achieved positions of higher levels of supervisory rank have worked in a greater number of “non-traditional” assignments (Gazso, 2004; Jackson, 2001; NCWP, 2000) than those women who are in lesser ranks. In order to measure this, a cross section of assignments was listed for selection by participants in the Work History section. Information was gathered via forced choices on the types of assignments each respondent has worked, both in their current position and throughout their career. By identifying types of assignments, it is expected that women who have achieved positions of command in policing will have had greater exposure to “non-traditional” assignments for women. Assignments were categorized into three areas: those identified as Non-Traditional which include Robbery, Narcotics, Organized Crime, Gangs, Canine, Homeland Security, Internal Affairs, SWAT, and Marine Patrol. Those assignments that were considered more traditional assignments for female officers were identified as Sex Crimes, Domestic Crimes, Juvenile, Human Resources/Personnel, Community Affairs, School Liaison, Missing Persons, Records and Communications; and finally Varied Assignments which include duties that have been performed by male and female officers such as Patrol, Fraud investigations, Assault Investigations, Crime Scene, Technology, Administration, Property and Evidence and Training. There was a space provided for listing Other assignments; those that were not captured in the original list. A review of all positions included in the other designation was conducted by this researcher and each position was evaluated and included in one of the three designations.

The premise for Hypothesis 2 was that women who have achieved positions of higher supervisory rank have been employed longer than those of lower rank. The data for this hypothesis was gathered from the survey question “How many years have you

been a sworn law enforcement officer?" Human capital theory identifies commitment to the job and the organization as increasing one's opportunity for advancement (Metz & Tharenou, 2001; Smith, 2005). This response is a continuous variable with a range from 1 to 40 years.

Hypothesis 3 stated that women who have not taken maternity leave during their tenure achieved higher levels of supervisory rank, on average. This hypothesis examines issues connected with maternity leave. Anecdotally, many women have vocalized the negative impact of taking time off to have children has had on their career progression. This issue is also discussed when assessing one's human capital investment. Women who take time off for maternity leave are viewed as possessing lesser human capital, since their commitment to the organization is questioned (Jackson, 2001; Metz 2005; Metz & Tharenou, 2001). As a result, this was a multiple part question. The response to the question: "Have you taken maternity leave while employed in law enforcement?" The responses are forced yes or no, with 1 = yes and 2 = no. If the respondent answered yes, a follow-up fill-in-the-blank on the amount of time taken (in weeks). The respondent was then asked an additional question concerning whether it had any impact on their career with progression with 1 = yes and 2 = no. If they answered yes to whether maternity leave had an impact on their career progression respondents were provided space to elaborate on how it impacted them.

Hypothesis 4 suggested that women who have achieved positions of higher levels of supervisory rank have attended significantly more specialized training courses than women in lesser ranks. Education and training are highly touted components of the human capital theory (Wayne et al., 1999). To this end, Wentling (2003) cites education

as one of six factors to success. Females who participate in greater number of educational training are viewed as more committed to the organization.' In order to ascertain the investment in training, the respondents were asked a series of questions concerning their training opportunities. The instructions for this section stated: "For the purpose of the following question, courses include in-house training, professional conferences, and formalized classroom training through professional organizations (does not include college courses). How many leadership courses have you attended throughout your career?" This response was fill-in-the-blank. "How many specialized promotional and leadership courses above and beyond what is required by your department have you taken?" These were fill-in-the-blank responses. And, "Did you attend any of the listed nationally sponsored police executive training?" This response selects 1= FBI National Academy, 2 = Southern Police Institute, 3= Northwestern University School of Police Staff and Command, 4 = Other.

Hypothesis 5 suggested that women who have achieved positions of higher levels of supervisory rank have been mentored more than women in lower ranks. Several studies in the review of the literature document the importance of mentoring. Wayne et al. (1999) suggests that mentoring is positively related to assessment of promotability. Igbaria and Chidambaram (1997) cite the lack of sponsorship and mentoring for women in the IT profession. And Linehan and Walsh (1999) describe the exclusion from networking opportunities as negatively impacting women in spite of their increased human capital. The data were gathered from the following questions:

Have you ever been formally mentored? 1 = yes and 2 = no

Have you ever been informally mentored? 1 = yes and 2 = no

If you were mentored, who mentored you? 1 – supervisor; 2 = co-worker; 3 = friend; 4 = family; 5 = female from another agency; 6 = other

If you were appointed to a position of rank, did you have a mentor? 1 = yes and 2 = no

If yes, there was a section requesting specific information on what role the mentor played in their promotion.

Hypothesis 6 studied whether women who have achieved positions of higher levels of supervisory rank categorize specific work skills and behaviors with different values than women in lower ranks. Ten items – Ability, Credibility, Competence, Desire, Experience, Knowledge, Performance, Respect, Team Player and Trust were selected and measured as to their level of importance on a Likert type scale with 1 = not important at all; 2= not very important; 3 = not important; 4 = a little important; 5 = important; 6 = significantly important; 7 = most important. Respondents were requested to circle the number that indicated their response. The ten items were selected by this researcher from a review of publications on leadership skills (Goleman, Boyatzis & McKee, 2002; Kouzes & Posner, 2002; Lee & King, 2001; Maxwell, 1999). Additionally, there were 10 Job Strengths in this section – Interpersonal Skills, Problem Solving, Decision Making, Organizing and Planning, Leadership, Oral Communications, Written Communications, Decisiveness, Adaptability and Perception and Analysis (MDPD, 2005). These items were measured by a Likert type scale with responses scored from 1 = not important at all through 7 =most important. Several of the dimensions included in this scale have been validated in various studies and have been positively correlated with factors predictive of promotional success (Winfred et al., 2003).

Hypothesis seven investigated whether women who have achieved positions of higher levels of supervisory rank scores in categories of the Abridged Job Descriptive Index are dissimilar to women in lesser ranks. In the area of Job Satisfaction, the Abridged JDI was utilized with responses to six questions scored by 1 = yes if it describes your work, 2 = no if it does not describe it and 3 = "?" if you cannot decide in the areas of Work on Present Job, Present Pay, Opportunities for Promotion, Supervision, People at Work and Job in General. The coding and analysis for the data gathered in the Abridged Job Descriptive Index captured in the following manner: The generic SPSS code for the scoring of the JDI utilizes the 1997 revision. The scales include W for Work on Present Job. This scale requests that the respondent think of the work that they presently are assigned to do. Five phrases are provided and the respondent is requested to describe their work utilizing the above scales from 1 to 3. The five phrases for the present job include: Satisfying, Gives sense of accomplishment, Challenging, Dull, Uninteresting. The second section, P for Present Pay, asks about the pay they are currently receiving. Utilizing the scale above, they are presented with the following phrases: Income adequate for normal expenses, Fair; Insecure; Well Paid; Underpaid. PR identifies Opportunities for Promotion, with the following phrases describing their opportunities for promotion: Good opportunities for promotion, Promotion on ability, Dead-end job; Good chance for promotion; Unfair promotion policy. Supervision (S) asks for the kind of supervision that you currently receive on your job with the following phrases: Praises good work; Tactful; Up-to-Date; Annoying; Bad. People at Work (C) asks the respondents to think of the majority of people that they work with and provide the following phrases to describe those people: Boring; Helpful; Responsible; Intelligent;



Lazy. The last category in the AJDI is Job in General (JIG) which asks respondents what their job is like most of the time and provides the following phrases: Good; Undesirable; Better than Most; Disagreeable; Makes Me Content; Excellent; Enjoyable and Poor (Stanton et al., 2001).

### Methods of Data Analysis

The quantitative method of analysis for this research study included Chi-square, analysis of means, correlational analysis, independent *t*-test, and multiple regression analysis to determine if there are significant correlations between increased rank and the hypotheses. Although there are numerous independent variables, this study will look to identify those that can influence the dependent variable. As previously noted, the dependent variable is success and success is measured by rank. The independent variables include the types of job assignments, formal and informal mentoring, specialized leadership training, education, ethnicity, marital status, tenure in law enforcement, the impact of maternity leave, work skills, behaviors and attitudes, and job satisfaction. This analysis was selected as the information gathered in this study is intended to be predictive.

## CHAPTER IV

### RESULTS

The results of the findings of the study identifying success factors of women who have achieved higher levels of supervisory rank are presented in chapter 4. Data analyses, as well as the socio-demographic characteristics of the study participants, are presented.

#### Descriptive Characteristics

Table 4-1 identifies the number of surveys sent out to each individual rank. The responses returned were grouped into four categories (First Line Supervisor, Mid-Manger, Command and Top Command) and analyses of the data were conducted on the variable rank. Also included are the numbers of responses received after being collapsed into the variable rank. In addition to the usable returned surveys, 29 were returned as undeliverable, 7 were promoted from their initial rank and their responses were calculated in their current rank; 16 were retired, 3 were civilians and 3 were males – accounting for another 58 surveys.

The responses to this survey may not be representative of the overall population, as only those women who are actively registered with one or two professional law enforcement organizations were included in the survey. However, there was a sampling of a variety of department size and agency type, which provides future opportunities to explore similarities or discrepancies based on those variables.

Table 4-1

*Number of Mailed Surveys vs. Returned Surveys*

Individual Rank	Number mailed	Number Returned
Chief	71	38
Asst. Chief	56	32
Major	13	12
Commander	26	13
Captain	62	35
Lieutenant	46	26
Sergeant	70	32

Group Rank	Number Returned	Percent Returned of Total Mailed
Top Command	38	53.52%
Command	57	60.00%
Mid-Manager	61	56.41%
Sergeant	32	45.71%

*Socio-demographic Characteristics*

The personal demographics of the respondents are broken down in the following categories – race, age, education and marital status. Chi square analysis was conducted on the nominal data collected for race, education and marital status.

*Race.* The results of the analysis for race indicated that there is no significant relationship between race and achievement of top command rank. As related in the Table

4-2, there is equitable representation of race across all identified ranks. Additionally, Table 4-2 displays the breakdown of race with the highest representation of white females at 86.2%. Black females follow at 8.5%, Latina with 4.8%, and Asian with .5%.

Table 4-2

*Rank by Race*

	White	Black	Hispanic	Asian	Total
Top Command					
N	31	5	2	0	38
	81.6%	13.2%	5.3%	.0%	100%
Command					
N	47	5	5	0	57
	82.5%	8.8%	8.8%	.0%	100%
Mid-Managers					
N	56	4	1	0	61
	91.8%	6.6%	1.6%	.0%	100%
1 <sup>st</sup> Line Supervisors					
N	28	2	1	1	32
	87.5%	6.3%	3.1%	3.1%	100%
Total					
N	162	16	9	1	188
	86.2%	8.5%	4.8%	.5%	100%
Pearson					10.081
Chi-Square					
Significance					.344

*Marital Status.* Over half of the women in this study are married (50.8%). Single women are second with 17.6% and divorced and living with someone follow close behind with 13.9% respectively. Chi-Square analysis conducted on rank and marital status

indicates there is no significant correlation with marital status and increased rank (See Table 4-3).

Table 4-3

*Rank by Marital Status*

	Single	Married	Separated	Divorced	Widowed	Live w/someone	Total	
Top Command								
N	8	24	1	2	1	2	38	
	21.1%	63.2%	2.6%	5.3%	2.6%	5.3%	100%	
Command								
N	8	31	2	6	0	10	57	
	14.0%	54.4%	3.5%	10.55	.0%	17.7%	100%	
Mid- Manager								
N	10	24	2	12	1	11	60	
	16.7%	40.0%	3.3%	20.0%	1.7%	18.3%	100%	
1 <sup>st</sup> Line Supervisor								
N	7	16	0	6	0	3	32	
	21.9%	16.8%	.0%	18.8%	.0%	9.4%	100%	
Total								
N	33	95	5	26	2	26	187	
	17.6%	50.8%	2.7%	13.9%	1.1%	13.9%	100%	
Pearson Chi-Square Significance								15.372 .425

*Education.* There is an extremely high representation in the area of higher education as represented in Table 4-4. This component of human capital indicates that women are often viewed as having less human capital due to their lack of investment in education. The results of this study offer a different finding, indicating that the women in this study have invested highly in this component of human capital.

Gamma analysis performed on the variable education resulted in a significant correlation of education ( $p < .01$ ) with increased rank. Figure 4-1 illustrates the breakdown by educational level for the participants in the study.

Table 4-4

*Rank by Education*

	Some college	AA	BA	Some graduate courses	MA/ MS	PhD.	JD	Total
Top Command N	0 .0%	0 .0%	3 7.9%	8 21.1%	26 68.4%	1 2.6%	0 .0%	38 100%
Command N	0 .0%	3 5.3%	15 26.3%	5 8.8%	32 56.1%	0 .0%	2 3.5%	57 100%
Mid- Manager N	5 8.2%	5 8.2%	14 23.0%	8 13.1%	25 41.0%	1 1.6%	3 4.0%	61 100%
1 <sup>st</sup> Line N	3 9.4%	3 9.4%	10 31.3%	7 21.9%	9 28.1%	0 .0%	0 .0%	32 100%
Total N	8 4.3%	11 5.9%	42 22.3%	28 14.9%	92 48.9%	2 1.1%	5 2.7%	188 100%
Gamma Significance								4.718 .000

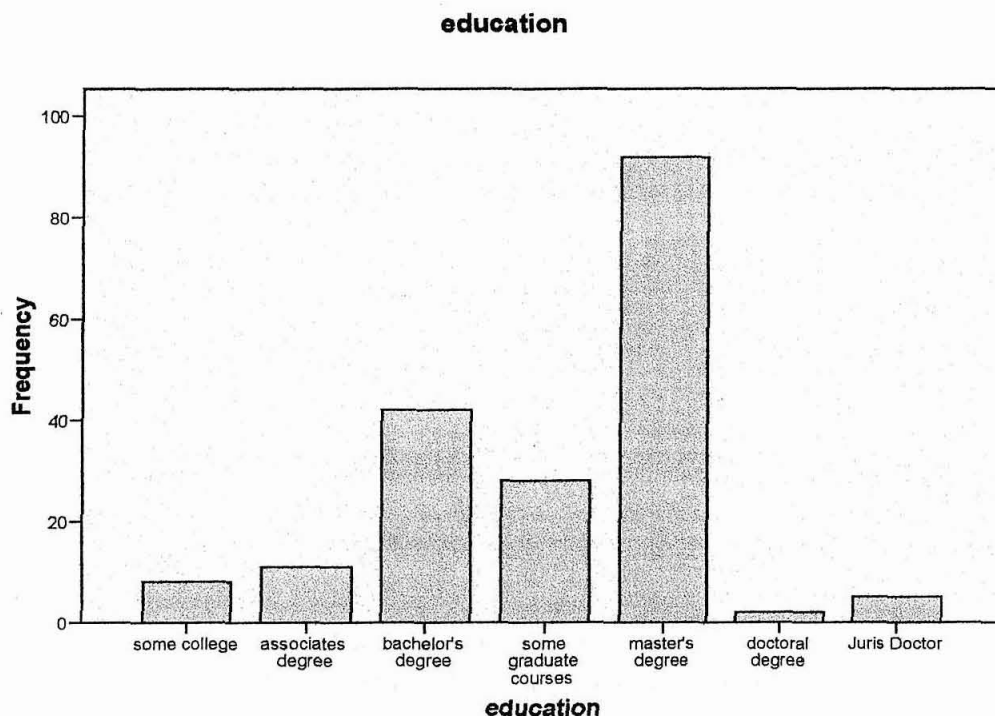


Figure 4-1

*Age.* Women who responded to this survey ranged in age from 32 to 65 years. The mean age for the rank variable is displayed in Table 4-5: Top Command 49.89, Command 48.98, Mid-manager 45.66 and First Line Supervisor 40.84. The variable, age, was analyzed with a comparison of means. The results of this analysis, indicates that increased age is significant, however it is not related to increased rank, and is probably related more to time on the job. This will be discussed at greater length in Chapter 5.

Table 4-5

*Mean age of women in rank categories*

	Average Age	F	Significance
Top Command	47.89		
Command	48.98		
Mid-Manager	45.66		
First Line Supervisor	40.84		
		3.782	.000

## Hypothesis Testing

*Hypothesis 1*

The first hypothesis tested was that women who have achieved higher levels of supervisory rank have worked in a greater number of non-traditional assignments than those of lower supervisory ranks. For this and all hypotheses, rank was coded where 4 = Top Command, 3 = Command, 2 = Mid-Manager, and 1 = First Line Supervisor (for a description of these rank categories, please see the Methods section). A comparison of means was then computed between rank and the total number of assignments defined as “non-traditional” for women in law enforcement. For this purpose, the assignments defined as non-traditional include the following: Robbery, Narcotics, Organized Crime, Gangs, Canine, Internal Affairs, Homeland Security, SWAT/tactical and Marine Patrol.

To provide context for this hypothesis, parallel comparisons were also computed between the rank variable and the number of assignments that were defined as “traditionally female” for women in law enforcement or “varied.” Assignments



considered as traditionally female included: Sex Crimes, Domestic Crimes, Juvenile, Personnel/Human Resources, Community Affairs, School Liaison, Missing Persons, Child Abuse, Records and Communications. Varied assignments include those that are often handled by both male and female officers: Patrol, Fraud, Assault, Crime Scene, Technology, Administration, Property and Evidence, and Training. Any assignments that the respondents provided in response to this question that were not part of the initial list were classified by the researcher into one of the above three categories.

Table 4-6 provides the average number of non-traditional assignments, traditionally female assignments, and varied assignments that were held by study participants, broken down into the four rank groupings. The results of the analysis suggest that no significant difference exists between rank and the number of non-traditional assignments held ( $F = .1.678, p < .05$ ). In other words, the first hypothesis was not supported: women with higher levels of supervisory rank were not found to have served in more non-traditional ranks than those with lower levels of supervisory rank.

Similarly, no significant difference in the mean number of assignments held by survey participants that could be characterized as traditionally female ( $F = .465, p < .05$ ). Yet, a significant difference was found between the number of varied assignments and rank ( $F = 7.350, p < .001$ ). The results thus suggest that the best predictor of promotion is not assignment to either traditional or non-traditional positions, but the number of varied assignments (See Table 4-6).

Table 4-6

*Rank by Type of Assignment*

Rank	Number	Non-Traditional	Traditionally Female	Varied
Top Command	38	1.5	2.53	3.11
Command	55	1.60	2.71	2.60
Mid- Managers	60	1.72	2.43	2.42
First Line Supervisors	30	1.03	2.10	1.43
F		1.678	.465	7.350
Significance		.173	.707	.000

*Hypothesis 2*

The second hypothesis tested whether women who have achieved positions of higher levels of supervisory rank have been employed longer than those of lower rank.

A comparison of means analysis was conducted on the variable years sworn. Table 4-7 shows the average of years sworn as a law enforcement officer. Based on the analysis, the number of years sworn is statistically significant as a predictor of success.

Table 4-7

*Rank by Average Tenure*

	Mean	F	Significance
Top Command N	25.30 37		
Command N	24.74 57		
Mid-Manager N	20.83 61		
1 <sup>st</sup> Line Supervisor N	16.03 32		
Total N	22.08 187		
		23.230	.000

*Hypothesis 3*

The third hypothesis tested whether women who have not taken maternity leave during their tenure were significantly more likely to achieve positions of higher levels of supervisory rank, on average. The question posed to address the hypothesis was simply "Have you taken Maternity Leave while employed in law enforcement?" Responses from this question were coded with "1" for yes, maternity leave taken and "2", no, maternity leave not taken. Results of the analysis are provided in Table 4-8.

Table 4-8

*Rank by Maternity Leave*

	Yes	No	Total	
Top Command N	14 38.9%	22 61.1%	36 100%	
Command N	24 42.1%	33 57.9%	57 100%	
Mid- Manager N	19 31.1%	42 68.9%	61 100%	
1 <sup>st</sup> Line Supervisor N	15 46.9%	17 53.1%	32 100%	
Total N	72 38.7%	114 61.3%	186 100%	
Pearson Chi- Square Significance				2.647 .449

Chi-square analysis was conducted on this variable and the results suggest that the usage of maternity leave or not taking maternity leave by women in law enforcement was similar across all ranks. The results of the analysis also suggest that not taking maternity leave did not significantly impact attainment of higher supervisory ranks. Therefore, this hypothesis is not supported.

*Hypothesis 4*

Hypothesis 4 examines whether women in higher supervisory levels have attended more specialized training than women in lower ranks. For this hypothesis, specialized training was categorized into three individual segments: the number of

leadership courses attended, the number of specialized leadership courses attended, and the number of specialized promotional courses attended. Leadership courses included in-house training, professional conferences, formalized classroom training through professional organizations, but did not include college courses. Leadership courses were those what were either required or offered by the agency as prerequisites for promotional opportunity. Specialized leadership courses were defined as those courses attended above and beyond what was required by the law enforcement agency, and included any type of leadership courses that the study participant initiated on their own. Specialized promotional courses were defined as any course that focused specifically on enhancing performance and results during a promotional process. Neither specialized leadership or specialized promotional courses were required by a department in order to compete in the promotional process. Participants provided the actual number of courses attended for each leadership, specialized leadership and specialized promotional courses.

An analysis of means was computed with rank and each of the training areas. The results of the analysis of the leadership courses ( $F=3.144$ ,  $p<.05$ ); specialized leadership courses ( $F = 2.068$ ,  $p=.106$ ) and specialized promotional courses ( $F = .367$ ,  $p=.777$ ) are displayed in Tables 4-9, 4-10 and 4-11. Results of this analysis indicate that there is a significant difference in the number of courses at the .05 level for total leadership courses, but no statistical difference with increased rank and the number of specialized leadership and promotional courses.

Table 4-9

*Rank By Total Number of Leadership Courses*

	N	Mean	F	Significance
Top Command	26	15.12		
Command	51	11.20		
Mid-Manager	58	10.36		
1 <sup>st</sup> Line Supervisor	32	5.50		
Total	167	10.43		
			3.144	.027

Table 4-10

*Rank by Specialized Leadership Courses*

	N	Mean	F	Significance
Top Command	28	7.21		
Command	51	6.16		
Mid-Manager	57	5.37		
1 <sup>st</sup> Line Supervisor	32	3.09		
Total	168	5.48		
			2.068	.106

Table 4-11

*Rank by Specialized Promotion Courses*

	N	Mean	F	Significance
Top Command	30	1.47		
Command	53	.81		
Mid-manager	59	1.22		
1 <sup>st</sup> Line Supervisor	29	1.03		
			.367	.777

Hypothesis 4, which was predicated on the component of the human capital theory that one's investment in training leads to increased opportunities for promotion, is partially supported. Leadership courses indicate a statistically significant relationship with increased rank and appear to have an influence on the achievement of increased supervisory rank; however, specialized leadership and specialized promotional courses do not.

*Hypothesis 5*

The fifth hypothesis tested was that women who have achieved higher levels of supervisory rank are more likely to have been mentored more than those of lower supervisory ranks. To measure this construct, survey participants were asked if they had been involved in either formal or informal mentoring programs. Responses were coded with "1" for yes and "2" for no (See Tables 4-12, 4-13).

Table 4-12

*Rank by Formal Mentors*

	Yes	No	Total
Top Command			
N	3	35	38
	7.9%	92.1%	100%
Command			
N	7	49	56
	12.5%	87.5%	100%
Mid-Manager			
N	9	51	60
	15.0%	85.0%	100%
1 <sup>st</sup> Line Supervisor			
N	3	29	32
	9.4%	90.6%	100%
Total			
N	22	164	186
	11.8%	88.2%	100%
Pearson Chi-Square	1.351		
Significance	.717		

Responses by study participants regarding their opportunity to have been involved in a formal mentoring program, as related in Table 4-12, identify very low numbers of representation. On average, only 11.8% of the women in this study were involved in a formal mentoring program.

Responses from the women participating in this study regarding their opportunity to have been involved with informal mentoring, as related in Table 4-13, indicates a higher percentage of involvement. Overall, close to 60% of the women reported some involvement with some type of informal mentoring. However, there is no statistical significance identified between formal or informal mentoring and increased rank.

Therefore, this hypothesis is not supported.



Table 4-13

*Rank by Informal Mentors*

	Yes	No	Total
Command			
N	25	13	38
	65.8%	34.2%	100%
Command			
N	33	24	57
	57.9%	42.1%	100%
Mid-Manger			
N	35	25	60
	58.3%	41.7%	100%
1 <sup>st</sup> Line Supervisor			
N	19	13	32
	59.4%	40.6%	100%
Total			
N	112	75	187
	59.9%	40.1%	100%
Pearson Chi-Square			.709
Significance			.871

*Hypothesis 6*

Hypothesis six stated that women in positions of higher supervisory ranks categorize specific work skills and behaviors with different values than women in lower supervisory ranks. For this hypothesis, the correlation was computed between rank and ratings of 10 previously identified leadership skills and behaviors. Ratings were provided on a Likert scale from one to seven. The 10 skills and behaviors include ability, credibility, competence, desire, experience, knowledge, performance, respect, team player and trust. A correlation was also computed between participant rank and ratings of a second set of ten leadership dimensions, which have been validated for use in promotional assessment centers. Those dimensions included interpersonal skills,

problem solving, decision making, organizing and planning, leadership, oral communication, written communication, decisiveness, adaptability and perception.

A comparison of means was conducted on both sets of work skills and behaviors and leadership dimensions with rank. Tables 4-14 and 4-15 provide a breakdown of each element. The results of this analysis identified two work skills and behaviors that were statistically significant at the .05 level; Respect ( $F=3.291$ ,  $p<.05$ ) and Desire ( $F=2.682$ ,  $p<.05$ ). There are three additional areas that although not statistically significant, indicate a trend towards importance in achieving increased rank - Ability ( $F=2.514$ ,  $p=.060$ ), Trust ( $F=2.461$ ,  $p=.064$ ) and Performance ( $F=2.375$ ,  $p=.072$ ). Based on the results of the analysis, there are no statistically significant differences in the leadership dimensions and increased rank. Since there are two statistically significant items in Table 4-14, and none in Table 4-15, this hypothesis is partially supported.

Table 4-14

*Rank by Work Skills and Behaviors*

	Ability	Credibility	Competence	Desire	Experience	Knowledge	Performance	Respect	Team Player	Trust
Top Command										
x	6.32	6.53	6.47	6.03	5.49	5.92	6.29	6.16	5.74	6.47
(n)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)
Command										
x	6.46	6.63	6.48	5.54	5.28	5.79	6.30	6.25	5.77	6.67
(n)	(57)	(57)	(56)	(57)	(57)	(57)	(57)	(56)	(57)	(57)
Mid- Manager										
x	6.14	6.22	6.33	5.20	4.97	5.87	6.02	5.76	5.42	6.21
(n)	(59)	(59)	(58)	(59)	(60)	(60)	(59)	(58)	(59)	(58)
First Line Supervisor										
x	6.0	6.25	6.38	5.65	5.44	5.94	5.88	5.56	5.53	6.22
(n)	(32)	(32)	(32)	(31)	(32)	(32)	(32)	(32)	(32)	(32)
Total										
x	6.25	6.41	6.41	5.55	5.25	5.87	6.13	5.96	5.61	6.41
(n)	(186)	(186)	(184)	(185)	(186)	(187)	(186)	(184)	(186)	(185)
F	2.514	2.051	.439	2.682	2.122	.290	2.375	3.291	1.048	2.461
Significance	.060	.108	.725	.048	.099	.833	.072	.022	.373	.064

Table 4-15

## Rank by Leadership Dimensions

Rank	Interpersonal Skills	Problem Solving	Decision Making	Organization Planning	Leadership	Oral Communication	Written Communication	Decisiveness	Adaptability	Perception
Top Command										
x	6.32	6.08	6.34	5.82	6.45	6.24	5.95	6.11	6.03	5.84
(n)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)	(38)
Command										
x	6.21	6.16	6.54	5.86	6.51	6.05	5.86	6.26	6.00	5.81
(n)	(57)	(57)	(57)	(57)	(57)	(57)	(57)	(57)	(57)	(57)
Mid-Manager										
x	6.16	6.24	6.47	5.69	6.31	6.24	5.95	6.20	5.85	5.59
(n)	(58)	(59)	(59)	(59)	(58)	(59)	(59)	(59)	(59)	(59)
First Line Supervisor										
x	6.28	6.13	6.50	5.66	6.47	6.19	5.81	6.38	5.97	5.63
(n)	(32)	(32)	(32)	(32)	(32)	(32)	(32)	(32)	(32)	(32)
Totals										
x	6.23	6.16	6.47	5.76	6.43	6.17	5.90	6.23	5.95	5.72
(n)	(185)	(186)	(186)	(186)	(185)	(185)	(185)	(185)	(185)	(185)
F	.268	.262	.553	.444	.604	.626	.255	.547	.331	.827
Sig.	.849	.853	.647	.722	.613	.599	.858	.651	.802	.461

### *Hypothesis 7*

The seventh and final hypothesis tested was that women who have achieved higher levels of supervisory rank scores in categories of the Abridged Job Descriptive Index (AJDI) are dissimilar to women in lesser ranks. Study respondents were presented with six general areas of job satisfaction: work on present job (W), present pay (P), opportunities for promotion (PR), supervision (S), people at work (C) and the job in general (JIG).

Under each of these six categories were words or phrases describing their work environment. In the category of Work on Present Job (W), the following words or phrases were listed: Satisfying, Gives sense of accomplishment, Challenging, Dull, Uninteresting. Under Present Pay, the following words or phrases were provided: Income adequate for normal expenses, Fair, Insecure, Well paid or Underpaid. Under Opportunities for Promotion, the descriptive words or phrases included: Good opportunities for promotion, Promotion on ability, Dead-end Job, Good chance for promotion and Unfair promotion policy. In the Supervision category, the words or phrases were: Praises good work, Tactful, Up-to-date, Annoying and Bad. Under the People at Work category, Boring, Helpful, Responsible, Intelligent and Lacy (sic), were the selections and in the Job in General category, participants were asked to rate Good, Undesirable, Better than most, Disagreeable, Makes me content, Excellent, Enjoyable and Poor.

Respondents were instructed to select "1" for yes if the word was an accurate reflection of their work environment, "2" for no if it was not, or "3" for unsure if the respondent could not decide.

The numeric response for each item was tallied. As seen in the phrasing of the items, approximately half were worded in a positive context and others in a more negative tone. For the words that were considered "favorable," a yes response received three points, a no response received zero points, and an unsure response received one point. Those items that were considered "unfavorable," reverse scoring resulted in no responses receiving three points, yes receiving zero points and the unsure response also received one point. The scores in the areas of Work, Supervision, co-workers and JIG scales are tallied by summing the scores for each item. However, the scores on the JDI Pay and Promotion were doubled, per the scoring instructions, as they have fewer items than the other scales. (Balzer et al., 1997, p. 19). The mean for each general category was computed, and the results are listed in Table 4-16. The analysis was completed utilizing SPSS program supplied by Bowling Green State University, copyright owners of the AJDI. Based on the analysis for each scale and rank, there was only one area, Work on Present Job, that was identified as statistically significant at the .05 level(See Table 4-16). People at Work was the second closest area in job satisfaction, and while not significant at the  $p < .05$  level, does indicate a trend that satisfaction with people at work is important in the attainment of higher supervisory rank.

Table 4-16

*Rank by JDI*

	W	P	PR	S	C	JIG
Top Command						
N	38	37	28	35	38	38
Mean	14.0789	11.2432	8.4643	11.1429	13.5263	20.5000
Stan. Dev.	2.38669	4.04424	4.45123	4.58349	2.75815	4.19620
Range	11	14	28	15	11	16
Command						
N	56	54	55	56	57	55
Mean	13.9643	11.3148	9.2545	10.6607	13.7544	19.7237
Std. Dev.	2.54390	4.474983	4.93745	4.91483	2.88643	5.90811
Range	10	15	15	15	15	24
Mid-Manager						
N	58	56	56	57	58	57
Mean	12.8276	10.5000	8.9464	10.9825	12.7759	19.7895
Std. Dev.	4.22664	4.82795	5.77587	5.07266	3.50460	5.94840
Range	15	14	15	15	14	
1 <sup>st</sup> Line						
N	31	31	30	31	30	31
Mean	12.0968	12.3548	8.9667	10.7742	12.000	19.9677
Std. Dev.	4.81217	3.31208	4.73784	4.95116	3.54284	6.10728
Range	15	14	14	15	14	24
Total						
N	183	178	169	179	183	181
Mean	13.3115	11.2247	8.9704	10.8771	13.1093	19.7790
Std. Dev.	3.62019	4.33942	5.08783	4.87213	3.21895	5.61603
Range	15	15	15	15	15	24
F	2.763	1.234	.148	.084	2.426	.422
Sig.	.043	.299	.931	.969	.067	.738

In order to compare the results of this study with the nationally gathered data collected by Bowling Green University, the means from the study respondents were entered into a formula, which allowed comparisons to be made. "Norms were developed for the JDI to permit direct comparison of similar groups of employees across organizations. A random sampling procedure, stratified by state population, was used to obtain a representative sample of the U.S. workforce in the spring and summer of 1996. The sample was drawn from a database of names compiled from 1990 United States Census and Social Security data. Seven thousand employed persons in the United States received the JDI National Norm Survey. The rate of response for this survey was approximately 23%. Job satisfaction and demographic data from nearly 1600 employed persons within the U.S. were obtained. These data were used to develop norms for job tenure, job level, age, organization type and managerial status. ... Overall norms (i.e., for overall employed persons) for the JDI scales were not created. Rather, norms were created for each demographic variable that showed differences in satisfaction among its levels that were statistically and practically significant. Norms for job level, age, tenure on the job, managerial status, and organization type are presented in Appendix I of Electronic Resources for the JDI and JIG. Norms for gender, company tenure, full-time c. part-time status, and educational level can be obtained by contacting the JDI Research Group at Bowling Green State University [REDACTED] (Balzer et al., 1997, p. 40). The categories selected for comparison with the previously identified national norms were managers, government, female and full time employees, as the participants in this study were representative of all of the selected national group norms. A comparison of the study participants against the national norms indicates significantly lower scores in



all areas, with the exception of Top Command and Command ranks in the area of Work on Present Job. Table 4-17 provides the results of the comparison.

Table 4-17

*Comparison of Study Results With National Norms*

Rank	W	P	PR	S	C	JIG
Top Command	50.68	40.48	30.47	40.12	48.70	46.12
Command	50.27	40.73	33.32	38.38	49.52	44.38
Mid-Manager	46.18	37.80	37.21	39.54	46.00	44.52
1 <sup>st</sup> Line Supervisor	43.55	44.48	32.28	38.79	43.20	44.92
Managers	46.0	50.0	48.0	49.0	50.0	49.0
Government	50.0	50.0	46.0	49.0	50.0	49.0
Female	50.0	49.0	48.0	50.0	49.0	50.0
Full Time	47.0	48.0	47.9	48.0	50.0	46.0

There is no way to determine if the comparisons of the national norms and the study participants are statistically significant as this writer is unable to compare individual data.

A final analysis was conducted on all the variables that were identified as having a significant correlation with higher levels of supervisory ranks, with the exclusion of the two areas identified in the AJDI. Multiple regression analysis was computed on the following seven variables: age, education, year's sworn, total leadership courses, varied assignments, desire and respect. Of the seven, only years sworn, age and education were found to be statistically significant as overall predictors of promotion. The results of the analysis are provided in Table 4-18.

Table 4-18

*Multiple Regression Analysis for All Significant Variables Explored in the Current Study*

	Unstandardized Coefficients (B)	Standardized Coefficients	<i>t</i>	Sig.
Years Sworn	.028	.181	1.521	.004
Leadership Total	.007	.085	1.249	.214
Desire	-.037	-.053	-.692	.490
Respect	.113	.062	1.828	.070
Age	.048	.304	2.653	.009
Education	.170	.217	3.233	.009
Varied	.040	.064	.886	.377

All of the above listed variables in and of themselves have been identified as being a noteworthy component in the achievement of higher supervisory rank, but key are the factors of years sworn, age and education. Increased age may be a direct result of the greater amount of time spent in employment, however, education is one variable that reflects back on the participant's investment in their career. These results will be discussed in greater detail in chapter 5.

## CHAPTER 5

### DISCUSSION

#### Introduction

Chapter 5 provides detailed discussion of the results reported in chapter 4. This study was used to identify the factors that have been utilized by women who have achieved positions of top command.

Much of the literature on women in policing has focused on the obstacles that women have been challenged to overcome (NCWP, 2001, 2003a; Van Wormer & Bartollas, 2000). As previously discussed in chapter 1, the goal of this study was to identify success factors of women who have achieved positions of rank in law enforcement and the impact of the human capital theory on promotional opportunities. Women's investment in certain human capital characteristics were examined to determine whether there was a significant relationship with any of the specifically cited factors and promotion. These characteristics included job assignment, tenure, training, mentoring, as well as the impact of taking maternity leave.

The IACP's study on *Police Leadership in the 21<sup>st</sup> Century: Achieving and Sustaining Executive Success* (1999) identified several areas they recommended to impact promotion. These recommendations include education, experience, training and attendance at national programs such as the Federal Bureau of Investigation, to positively impact promotion, especially for those officers who seek to compete for positions of top command. These are some of the topics addressed during this research.

The results of this study provided some expected and unexpected results. In this chapter, the results of each hypothesis will be discussed, with regard to its impact, both present and future.

## Interpretations

### *Hypothesis 1*

Analysis on the first hypothesis considered that women who have achieved positions of higher supervisory rank have worked in a greater number of non-traditional assignments than those of lower ranks. The selection to non-traditional assignments has been cited in the literature as a positive factor for future advancement (Dick & Jankowicz, 2001; Gazso, 2004; Jackson, 2001; NWCP, 2000; Van Wormer & Bartollas, 2003; Vinnicombe & Singh, 2003). The assignments identified as non-traditional have historically been occupied by male officers. Some of the non-traditional assignments include homicide, robbery, SWAT/tactical, internal affairs, canine and gangs. Whether the job responsibilities are not attracting women to the positions, or if the culture affiliated with those assignments impedes women from (a) applying for and (b) being selected remains unclear. Or, as reported by Igbaria and Chidambaram (1997), women's lack of interest in the non-traditional areas does not lead to positions of greater rank. The analysis indicates no significant finding between the number of assignments to non-traditional areas and the attainment of increased rank ( $F=1.678$ ,  $p = .173$ ).

There was also no significant relationship between rank and traditionally female assignments ( $F= .465$ ,  $p = .707$ ). The traditionally female assignments, according to the literature as well as anecdotal stories, impede women's advancement to positions of greater visibility and responsibility (Burke & Mikkelsen, 2005b; Levin & Mattis, 2006;

NCWP, 2000). These types of assignments revisit women's initial entry into law enforcement where they were utilized as matrons overseeing issues involving women and children (Price, 1996). However, there was a highly significant correlation between rank and varied assignments ( $F= 7.350, p< .001$ ).

In reviewing the data gathered, one of the job assignments included in the varied category was that of administration. As people move up in an organizational hierarchy, administration is often the focus of their position. Although not tested here, future studies may seek to identify if the appointment to administrative assignments becomes more frequent with increased rank.

The women in this study who hold positions of higher supervisory rank have been working in law enforcement on average of 25 plus years, as will be discussed in greater detail in hypothesis two. Opportunities to be included in non-traditional and varied assignments were difficult for women who were just entering the field (NCWP, 2000). Over the course of 25 years, as more women have joined the ranks of law enforcement, more opportunities are being made available, including non-traditional assignments. The first line supervisors have had the least number of assignments in the non-traditional area, and that might certainly be addressed by their tenure, as the opportunities for specialized assignments often take time in developing. As women gain more time on the job, additional opportunities may become available.

Although this hypothesis is not supported, it does indicate that women who are in positions of higher supervisory rank appear to have successfully disengaged themselves from the "Pink Ghetto" of traditionally female positions and have gained a more level playing field. The current findings provide an alternative response to the literature which

indicates that one of the obstacles facing women in policing is their assignment to traditionally female positions (Burke & McKeen, 1994; Dick & Jankowicz, 2001; NCWP, 2000). Although the results of this study provide a positive outlook regarding assignments for women in policing, there are still those who remain mired in the "Pink Ghetto." One participant shared her frustration regarding her inability to access positions that lead to promotional opportunities: "In 2007, women still have a "place"" illustrated by the large concentration of females in the "nurturing" assignments (sex crimes, victim advocacy, juvenile, crime prevention) and support assignments (human resources, data maintenance, communications, executive assistants). Women are excluded from the line level assignments carrying the highest potential for future advancement (like SWAT team) and rarely included in policy making decisions for the agency." Comments like this reiterate many of the issues identified in the literature, and remind us that although substantial gains have been made in many areas for women in policing, much remains to make this issue of ability and opportunity a distant memory.

### *Hypothesis 2*

The second hypothesis was that women who have achieved positions of higher rank have been employed longer than those of lower rank. The results of the analysis indicated a statistically significant relationship with rank and the number of years sworn ( $F=23.230$ ,  $p<.01$ ). This conclusion may initially be considered a "no-brainer," that the longer one is involved with an organization, the greater the likelihood they will move up the ranks. While this hypothesis is supported, the conclusion is much more significant in its support of the human capital theory regarding one's investment in the organization and their intention to ascend to positions of higher supervisory ranks. These results

challenge the studies of Igbaria and Chidambaram (1997), Smith (2005) and Wayne et al. (1999), who report less commitment by women in organizations, thus investing less in their human capital.

While this study identified a significant association between organizational tenure and increased rank, responses from the participants raised additional questions. In how many departments have women in law enforcement been employed? Historically, as cited in Dorothy Schultz' (2003) research, several women police chiefs have worked in multiple agencies in order to receive better working conditions and greater promotional opportunities. Were the participants employed in only one department, or did they leave their initial department and sign on with another? If so, what were the reasons for seeking employment with another agency? Future studies may seek to identify if there is any distinction between women who remain in one agency throughout their career versus women who have transferred to other agencies and its impact on their promotional opportunities.

### *Hypothesis 3*

Of all the results identified in this study, the response to hypothesis three—that women who have not taken maternity leave are more likely to achieve positions of higher supervisory rank, on average— was the most unexpected. Much of the literature identifies maternity leave as diminishing one's human capital as it lessens her commitment to the organization (Jackson, 2001; Levin & Mattis, 2006; Mavin, 2001; Metz & Tharenou, 2001). Anecdotally, many women have identified this area as one that has historically negatively impacted their promotional opportunities. The hypothesis was predicated on the above information that women who did not take maternity leave during

their tenure were significantly more likely to achieve higher levels of supervisory rank ( $r = 2.647$ ,  $p = .449$ ). Surprisingly, there was no correlation between not taking maternity leave and achieving higher rank. These results challenge earlier studies that women are seen as possessing less human capital if they take time off to have children (Jackson, 2001; Levin & Mattis, 2006; Mavin, 2001; Metz & Tharenou, 2001). The result, however, is similar to the study by Metz (2005) which indicated that career breaks did not negatively impact women's promotion.

Study participants who did take maternity leave were provided an opportunity to express their opinion as to the personal impact on their promotional opportunities. An overwhelming 83% stated that there was no impact to their advancement opportunities. The analysis does not support this hypothesis; however, the results do challenge the anecdotal beliefs and earlier studies that taking time off for maternity leave negatively impacts women's ability to compete for promotional opportunities (Levine & Mattis, 2006; Mavin, 2001; Metz & Tharenou, 2001).

Additional areas for future study might include the impact of having children under the age of 18 in the home. Although women may or may not take maternity leave, does the responsibility of raising a family impact a woman's opportunity to advance to higher levels of supervisory rank? More inquiries in this area may shed additional light on this issue.

#### *Hypothesis 4*

The fourth hypothesis stated that women who have achieved higher levels of supervisory rank have attended more specialized training than women in lower ranks. In accordance with the human capital theory, training was identified as an indicator of



investment in one's position. Since success is defined as the achievement of promotion, the hypothesis sought to identify types of training and their influence in achieving positions of higher supervisory rank.

This study looked at types and number of training courses attended, which included leadership courses, specialized leadership courses, and specialized promotional courses. The results of this analysis indicated a strong correlation between rank and attendance at leadership courses ( $F = 3.144$ ,  $p < .05$ ), but no correlation between increased rank and attendance at specialized leadership courses ( $F = 2.068$ ,  $p = .106$ ) or specialized promotional courses ( $F = 3.67$ ,  $p = .777$ ). The women participating in this study were well-invested in leadership training to aid them in their attainment of higher supervisory ranks. Couple the investment with the exceptionally high number of women with advanced educational degrees, and the impact of their total educational investment becomes clear – this investment has produced significant results in achieving positions of top command. Areas for future study may include whether attendance at these leadership courses is a result of the tenure of those women who have achieved positions of higher supervisory rank, their individual motivation or the ability to access training as one ascends the promotional ladder. Additionally, all ranks scored extremely low numbers in the area of specialized promotional courses relative to leadership courses. The lack of attendance in these courses may provide an opportunity for additional research to study whether there is the need for specialized promotional courses to achieve higher rank. Future studies may also include identifying the specific types of training opportunities available to women in law enforcement. Do training opportunities become more

accessible as greater numbers of women enter law enforcement? How do these numbers parallel with male officers in the same positions?

#### *Hypothesis 5*

Hypothesis five addressed whether women who have achieved positions of higher supervisory rank have been mentored more than women in lower ranks. Human capital theory identifies mentoring as a critical component when seeking advancement. There are two components of the human capital theory, sponsored and contest mobility. While many of the areas studies were considered within the realms of contest mobility, that is, one's investment in hard work, training and education, sponsored mobility relies on support and personal guidance (Igbaria & Chidambaram, 1997; Jackson, 2001; Linehan & Walsh, 1999; Wayne et al., 1999). Mentoring is considered a form of sponsored mobility, and the results of the data were not supportive of the hypothesis.

The analysis on access to formal and informal mentoring did not identify a significant impact on one's ability to achieve positions of higher rank. Respondents were asked if they participated in a formal mentoring program, and on average, slightly over 10% of all women in this study participated in a formal mentoring program ( $r = 1.351$ ,  $p = .717$ ). The same question was posed to study participants regarding informal mentoring. Although the percentages of women who were afforded opportunities to participate in some type of informal mentoring were significantly higher (59.9%), there was no statistical significance with increased rank and informal mentoring ( $r = .709$ ,  $p = .871$ ). Since mentoring was not statistically significant for promotion, the major component for success appears to be predicated on women's contest mobility. Over 92% of women who have achieved the position of chief did not have access to formal

mentoring opportunities, with almost 90% of the women in all the other identified ranks indicating their inability to participate in formal mentoring. This response, however, challenges the findings of Linehan and Walsh (1999) indicating a lack of female mentors and a lack of role models negatively impacts women's ability to achieve promotion to higher levels. The women who have reached the highest level of supervisory rank (chief) reached the position with little formal mentoring. Informal mentoring numbers were slightly higher with 65% of female chiefs receiving some type of informal mentoring and just over half of the other ranks participating in some form of an informal mentoring process. It is unclear what impact informal mentoring has on the promotional process, as no specific documentation of the type and amount of mentoring received was requested by the researcher.

These results also generate additional discussion concerning the small number of women who have achieved positions of higher rank. Does the lack of mentoring have something to do with the number of women who have made it to the top? If afforded equal opportunities to be mentored, would we see significant increases in the number of women in top command? The women who participated in this study are characterized by their exceptional qualities, high levels of education and training.

The women in this study were also asked to identify who acted as their mentors. Although not broken down by sex, 176 responses identified the types of mentors for these women. They included supervisors, co-workers, personal friends, family members and others, including other agency females. Future studies may provide greater insight into the impact of informal mentoring on women who have achieved positions of higher supervisory rank. With only 13% of police departments providing mentoring

opportunities to their new officers (IACP, 1998), the inability to provide mentoring opportunities can negatively impact officers across all ranks.

Other areas for future consideration may include the identification of departments that provide formalized mentoring programs to their officers. Having identified these departments, has the mentoring program impacted the advancement of the women and men in that department? Additionally, are there departments that offer mentoring for those who seek advancement versus entry-level mentoring, and finally, if women who have achieved positions of higher supervisory ranks mentor other women? If so, has their mentoring impacted their mentee's promotional opportunities? Women who have achieved positions of higher supervisory rank should maximize any opportunities afforded them to provide their support, guidance and knowledge to those women who seek advancement.

#### *Hypothesis 6*

Hypothesis six stated that women in higher supervisory positions ranked certain behaviors differently than women in lower supervisory ranks. Two areas were identified: (a) work skills, behaviors and attitudes and (b) leadership dimensions. These items were provided to the participants who were asked to rank them in importance from 1 to 7. It was anticipated that women who have achieved positions of higher levels of supervisory rank would identify certain skills and behaviors as more important than women in lower ranks. The results identified only two skills – desire ( $F = 2.682, p < .05$ ) and respect ( $F = 3.291, p < .05$ ), as statistically significant in achieving positions of higher rank. An unexpected result from this segment of the survey was the close ranking in the appraisal of work skills, behaviors and attitudes at each rank. Although not identical in ranking, the

top six skills selected by all ranks included competence, credibility, trust, ability, performance and respect. There was less agreement in the set of leadership dimensions. An analysis of means was conducted on the set of leadership dimensions, with none of the items identified as statistically significant with increased rank. However, all ranks agreed on the top two dimensions of decision-making and leadership. This hypothesis was predicated on the fact that as women gain more experience in their careers, the importance of certain leadership traits may change. The original thought process was that as women move through the promotional process, certain behaviors and skills will be identified as more important to their promotional opportunity, however, this hypothesis was not supported. Are there traits not addressed in this study that women who have achieved positions of higher supervisory rank identify as more important to their promotional opportunities? The inclusion of other scales designed to measure occupational success may be an area for future study to determine if there are significant traits predictive of success. Identification of specific work behaviors and skills may provide additional insight into what traits support advancement to higher levels of supervisory rank.

A comment from one of the study participants (#122) provides personal insight into the qualities needed to advance to higher supervisory levels:

It seems to me what is needed to earn the promotion is different from what is required to be successful at the new level of responsibility (e.g. to get promoted to the sergeant or lieutenant level, "respect" is not necessary. To succeed at those ranks, it is very important. The successful outcome is not the promotion per se, but rather the superior performance that follows promotion. For the Captain's

rank, which is an appointment, such intangibles as “respect”, “trust”, “credibility” play a more important role. Put another way, the first couple of rungs are climbed by presenting well by surface dimensions. “Success” in rank, and beyond the first two rungs, is determined more by the core, by ingrained values (for lack of a better phrase). I’ve also found it helpful to cultivate strong relationships with my male counterparts. There’s an informal network that a woman can easily drop out of unless she works at it. Also, the relationships are rich, rewarding.

#### *Hypothesis 7*

The final hypothesis stated that AJDI scores of women who have achieved positions of higher rank are significantly different than women in lesser ranks. The results of the analysis of the AJDI suggest that there is a significant correlation between job satisfaction on the present job and satisfaction with coworkers and rank. There were some comments generated by some of the study participants concerning two sections of this segment of the survey – opportunity for promotion and supervision. The women who have attained positions of top command indicated that did not have any future promotional opportunities, and therefore provided fewer responses in that category. Additionally, many of the chiefs worked for community councils or local government officials, which also resulted in fewer responses as to the type of supervisor to whom they reported.

The scores from the study participants were compared against the chart of national norms for the Job Descriptive Index (JDI) and Job in General (JIG) scales published by Bowling Green State University. For this study, comparisons were conducted in the areas of managers, government, female and full time employees. The

pay, opportunities for promotion and supervision categories were noticeably lower than the published norms. In the area of promotion and supervision, the comments from the respondents indicated that they were at the highest level of their organization, and there was little or no opportunity to achieve additional promotion. Comments of a similar nature were recorded in the area of supervision, which may account for lower scores in those categories. In the job satisfaction segment regarding work at present job, women in the ranks of top command and command scored higher than the national norms. Satisfaction with people at work was above the national norms with the exception of the first line supervisors, and in the category of overall satisfaction with the job in general, women who were in positions of top command scored higher than their counterparts and the national norm. Results suggest that women who have achieved the rank of top command experience a high level of satisfaction in their chosen career.

In spite of the variety of challenges and obstacles many of the women in this study had to overcome, the overwhelming majority of these women love what they do. A career in law enforcement is a conscious choice and one which these women have embraced wholeheartedly. It is demonstrated by their desire to remain in law enforcement and utilize their many talents to take on whatever comes their way. Some have availed themselves to legislation or litigation and others have benefited from supportive co-workers and supervisors, while others continue to face their challenges and work within themselves to overcome them. In other words, they find a way to succeed, which reiterates the purpose of this study – to provide women in law enforcement identifiable factors that have been utilized by women to achieve positions of top command.



Finally, multiple regression analysis was conducted on all the variables that were statistically significant in their results. Those variables included years sworn, leadership totals, desire, respect, varied assignments, age and education. Of these overall statistically significant results, only age, years sworn and education were found to be predictors of promotion. Study participants indicated a high level of education with 89.9% having a bachelor's degree or higher and 52.6 % have a post graduate degree or above. The high level of education indicated their investment in their careers and is supportive of one of the tenets of the human capital theory.

Many of the issues studied by this researcher were identified in the review of the literature. The under-representation of women in upper management positions is one area that occurs across all types of occupations (Arfken et al., 2004; Elliott & Smith, 2004; Gazso, 2004; Jackson, 2001; Levin & Mattis, 2006; Mavin, 2001; Tharenou, 2001). This reiterates the fact that the under-representation of women in positions of command is not unique to women in law enforcement, and provides a greater audience who may be positively impacted by the results of this current study. What was initially considered anecdotal information was in fact supported in the literature where women believe that they have to work twice as hard as their male counterparts in order to be perceived as equal (Jackson, 2001; Keeton, 1996; Linehan & Walsh, 1997). As such, they have invested heavily in human capital in order to be considered competitive for promotion (Burke & McKeen, 1994; Elliot & Smith, 2004; Igbaria & Chidambaram, 1997; Metz & Smith, 2005; Metz & Tharenou, 2001; Smith, 2005; Thomas & Davies, 2002; Wayne et al., 1999). According to Metz & Tharenou (2001), human capital has contributed the most to the advancement of women. Positive factors supporting human capital theory



included education, training, experience, work commitment, and mentor support, which produce higher levels of job satisfaction and greater organizational commitment (Metz & Tharenou, 2001; Wentling, 2003). As this study has reported, there is strong commitment to many of the concepts of human capital, however, numerous challenges remain including gender bias, stereotypical attitudes, lack of opportunity, lack of career savoir-faire, lack of support from their boss, family obligations and the ubiquitous problem of being a woman (Metz & Tharenou, 2001; Wentling, 2003).

Comments provided by the study participants echo these on-going challenges in attainment of higher supervisory rank. They include the “good old boy network,” gender issues, family/child issues and lack of mentors. One respondent (#134) stated that they have female representation of approximately 10%, but the chief believes they have “plenty” of females. She further explains, “With that type of thinking, mindset, things will never change or improve, especially for female officers.” Another officer (# 41) stated, “I believe that the current chief hires females because he knows they’re hard workers and cause less problems than males, but I don’t believe he’ll ever promote a woman.”

The literature cites numerous studies identifying the inability of women to advance due, in part, to the protracted custom of promoting similar looking persons to positions of higher authority. This practice, known as homosocial reproduction, results in the inability of women to break into higher ranks (Elliot & Smith, 2004; Felkenes & Schroder, 1993; Foldy, 2004; Gazso, 2004; Maume, 1999; Tharenou, 2001). Comments from the study participants reflected the on-going challenge of overcoming the practice of

homosocial reproduction. Another participant (#190) provided her first hand experience during her promotional struggle:

A tested lieutenant with a degree and years of seniority could be out-promoted by an individual who had not taken a promotional exam (or failed same) but had the socio-political connections. It took me 11 years of service and a bachelor's degree plus "dying" on the promotional list twice to get promoted to just sergeant. The average for my white male contemporaries was five years with no degree necessary. A line male can (and has) risen in rank from "slick sleeve" to Chief in one day, whereas all of our females in command positions had to test all the way up the ranks.

Several areas that women in the literature identified as positive and negative factors in their pursuit of advancement were also mentioned by the women in this study. Positive factors included competency, interpersonal skills, commitment, dedication, perseverance, opportunities, support, and willingness to learn new things, to take on responsibilities, hard work and self confidence (Metz & Tharenou, 2001). Additionally, the literature cited being smart, having mentors, and longevity in the organization as all positive factors (Keeton, 1996). Study participants identified hard work, education and ability, interpersonal skills, communication, and determination as the top positive factors. All positive characteristics identified by the respondents in this study are listed in discrimination, stereotypes, attitudes, lack of opportunity, family, lack of skills and knowledge, and their immediate boss. The top obstacles cited by the women in study included the "Good old boy network," with twice as many responses than any other obstacle noted; stereotyping, discrimination, personal issues, lack of training, lack of

education, lack of structure, being female, lack of mentors and self doubt. Overwhelmingly, the impact of the “good old boy network” ranked highest as the biggest obstacle they had to overcome. The breakdowns of obstacles identified by the women in this study are listed in Appendix H. Although the respondents cited lack of education and training as obstacles, the results of this study indicate that the participants were highly educated and had attended a significant number of leadership courses. Both of these areas were statistically significant when vying for upward mobility.

Many of the characteristics identified by the women in this study as facilitating their advancement were areas that were personally achievable, and not credited to others involvement. Hard work, good work ethic, education, ability, interpersonal skills, communication, determination and desire were the highest rated qualities affecting their promotion. Interestingly, in the study by Keeton (1996), women who had been involved in some type of mentoring program did not credit their advancement to their mentors, but instead, believed their career progression was a result of their individual hard work.

### Strength of Study

There are a variety of components that reflect the strength of this study. The opportunity to contribute knowledge to an under-represented population in law enforcement is a considerable strength. The theoretical concept of the impact of human capital and its effect of promotional advancement was specifically examined to provide women who seek to achieve positions of higher supervisory rank, an opportunity to review areas that have been identified as being significant in attaining promotion. Although many of the hypotheses were not supported, there is still much to learn from the results, which is discussed in the Recommendations section of this chapter. And, the fact

that the data was collected from participants in a national survey makes the ability to generalize the results to a greater population more likely.

### Limitations

This study was conducted with all female participants who held a supervisory rank and were members of a professional police organization and are employed within the geographical boundaries of the United States. No men were included in the study. Contact information for the study participants was based on membership lists from the organizations which may or may not have been recently updated. The utilization of a mail-in survey relied on the delivery of the instrument to the correct recipient and their willingness to complete and return the survey. The use of the Internet certainly would have made the collection of the data more convenient; however, ensuring the confidentiality of the study participants' responses was a primary concern. Since the work addresses were utilized in the process, the need to insure that no one other than the participant would have access to their completed questionnaire was paramount. Therefore, mail-in surveys were utilized. The responses generated were a result of personal experience, therefore an assumption was made that the respondents were honest in their answers. Finally, the instrument was primarily developed by this researcher.

### Practical Implications

1. The targeted and accessible populations have identifiable characteristics to consider as they formulate their plan for promotional opportunities.
2. The results from this study should be able to be generalized to a larger population of women, both inside and outside of law enforcement, based on the literature for women in law enforcement as well as women in corporate settings.

3. This study advances practical and demonstrated areas that have proven successful for women who have achieved positions of higher supervisory rank.

### Recommendations

The results of this study provide a snapshot in time of how the human capital theory influences women's ability to achieve promotional success. This study identified areas where a woman's investment in human capital may significantly impact her ability to achieve a position of higher supervisory rank. The recognition of job assignments, specifically those outside the traditionally female assignments, as well as tenure within an organization, attendance at leadership training courses, higher levels of education, as well as *desire*, respect and age were all statistically significant predictors of promotion. Age is the one area that, although highly significant, was not an indicator of promotion. Incorporating these identified factors into a career goal-setting program may positively influence one's promotional opportunity to a higher rank. The more intangible qualities of desire and respect may not be easy to quantify, as individuals' perceptions and definitions of those variables often differ. However, these qualities may be associated with successful involvement with types of assignments, tenure, the number of training courses attended, and education. While progress is being made by women to increase their human capital, there is still a great deal of work to do. Overcoming previously held beliefs, wives tales and anecdotal stories, women in law enforcement now have some empirical data to challenge their validity.

Future studies should seek to build on this foundation and study the different size and type of agencies and their impact on promotion. Although there was an acceptable number of respondents to this survey, the opportunity to include a greater

number of women would shed additional light on this subject, as well as the inclusion of non-supervisory female officers. A breakdown of the size and type of agency would also provide information as to the organizational impact on promotion to higher supervisory ranks. Furthermore, while this study focused on women in law enforcement, the inclusion of male participants would also provide greater insight into whether there are similarities or unrelated concerns between promotional opportunities for male and female officers.

The women who responded to this survey were very positive in their response to the study and provided very personal comments and information. Their candid replies reiterated this researcher's belief that women in policing are actively working towards their individual betterment. The women who responded to this survey are all members of professional law enforcement associations, which may indicate that they have taken an additional step to increase their marketability.

Earlier studies have provided documentation on the positive effects of women in entry-level positions. These studies support the fact that women are physically able to handle the daily requirement of policing. Additionally, decreased numbers in citizen complaints and use of force reports are notable areas where women in policing have made a positive impact (NCWP, 2000). Time, legislation and litigation have impacted and positively affected the inclusion of women in law enforcement. The qualities identified in the literature cite decreased use of force reports and decreased citizen complaints. Additionally, the literature cites the positive effects of women in law enforcement through women's high scores in conflict management and a greater penchant for community policing, which remains an area of high interest for law enforcement

(NCWP, 2002). These are all areas that earlier studies have suggested that women have prevailed and been successful in attaining employment in law enforcement. Having succeeded in attaining entry-level positions, and increasing numbers in mid-management, there is still an upward struggle to achieve positions of higher command.

This topic is of special interest to women in law enforcement who have not reached highest levels of supervisory rank. The ability to identify characteristics of women who have achieved positions of higher supervisory rank allows women to focus on what has been successful in the past, and not try to re-invent the wheel. Although each person's situation is unique, the information provided in this study identifies areas that women who seek to achieve positions of higher rank can explore. Based on the responses from this survey and the pre-test, women in law enforcement have a strong desire and dedication to demonstrate their investment in human capital.

### Conclusions

This study was effective in meeting its primary goals – identifying success factors of women who have achieved positions of command in law enforcement. Although the hypotheses were not all supported, the data provided information that can guide women to areas that may positively impact their career progression. The high level of investment of women in human capital is very telling. Women are working diligently to ensure they are equipped with the proper skills, background and tenure in order to be competitive for positions of top command.

Two of the women participating in this study provided personal insight into how they have prepared themselves for promotion. Participant #190:



I would advise those women who would be successful in law enforcement agencies to affiliate themselves with agencies already well populated by both genders in all facets of the organization... Ethical behavior is essential, don't try to cut corners and be handed promotions you are not qualified for because you will be reviled as a leader, which is ineffective. Take the self-initiative to pursue higher learning. Try to avoid politics and stick to competency. Remember that there is life after law enforcement; don't confine your skill set or social circles to policing. Build and nurture outside contacts so you have multi-faceted, marketable skills.

Participant # 199 provided these comments:

If you work hard, seek out growth opportunities and pursue knowledge (to include college degrees) and training, you are rewarded. If you welcome mentors, they help you to develop new skills and drive you to move forward. If you don't wait to be asked, but instead volunteer, you get to do a lot of things which makes you well rounded. If you listen more than you talk and discipline yourself to view criticism as constructive, you learn and improve yourself. If you challenge yourself to step outside of your comfort zone and try to find the fun in all endeavors, you are more likely to reach your potential.

As with any cultural change, time plays a vital component. Many positive changes have occurred over the past three decades, and additional progress is anticipated based on the results of this current study.

Based on the comments received from the respondents, the study may be utilized as an effective tool for women who wish to pursue advancement. As indicated in the



literature, women believe they have to work harder than their male counterparts (Keeton, 1996; Metz & Tharenou, 2001; Wentling, 2003). The literature on human capital indicates that one's investment in human capital increases one's opportunity to be competitive in the promotional process. Various studies identify different routes – some identify the contest mobility theory, where dedication to the organization, training, education and tenure all play significant roles in promotional opportunity (Burke & McKeen, 1994; Wayne et al., 1999), whereas others lean towards sponsored mobility (Smith, 2005; Wayne et al., 1999).

This study provided information that women are indeed investing in their own human capital and in doing so, have made some strides. However, there still remain disproportionately lower numbers of women in the upper command levels. Are the factors identified in the literature and in this study making a difference? Does the increase of entry-level women provide greater opportunity just by the sheer numbers? Is the organizational culture beginning to evolve, accept and recognize the capabilities of women in law enforcement? And, very importantly, what are the numbers for women in law enforcement today? It has been six years since the last national survey of women in law enforcement was conducted. Have any increases or decreases occurred in the overall ranks? While the most recent chart on the numbers of women in law enforcement illustrated an overall progression for the numbers of women in the field, the last year on the chart, 2001, indicated a slight decline in the numbers of women in policing. Has that number continued to decline, or is there an uptrend? Updated information must be captured in order to provide reliable information as to the current status of women in policing today.

This study provided a select population of women in law enforcement the opportunity to identify areas in their careers which may have impacted their advancement to upper levels of command. However, this is just one part of the puzzle. There are a variety of elements that can facilitate one's likelihood to advance to higher levels of command. Although not addressed in this study, the impact of how departments recruit female officers, and what processes are in place to provide them with the appropriate support to be successful should be a key component in this process to create opportunities for women to compete successfully for promotion.

As indicated from the obstacles identified by the respondents, the biggest obstacle to overcome is still that of the "Good old boy's network." Women's inability to get past organizational culture will continue to hinder their ascent to higher positions. Members of top command, both male and female, must recognize that in order to increase opportunities, support must come from the top. Professional organizations can also take a leadership role in identifying success factors and providing instructional opportunities to their membership. It is still too early to determine if the results of this study can be generalized to a larger population; however, it is the expectation of this researcher that the identified success factors for the women in this study can be employed as a valuable tool for women across organizational boundaries.

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## Appendix A

### IRB Authorization for Informed Consent



Lynn University

**THIS DOCUMENT SHALL ONLY BE USED TO PROVIDE AUTHORIZATION FOR  
VOLUNTARY CONSENT**

**PROJECT TITLE:** Success Factors of Women Who Have Achieved Positions of Command in Law Enforcement

Project IRB Number: \_\_\_\_\_ Lynn University 3601 N. Military Trail Boca Raton, Florida 33431

2006-038

I, Karin Montejo, am a doctoral student at Lynn University. I am studying Global Leadership, with a specialization in Corporate and Organizational Management. One of my degree requirements is to conduct a research study.

**DIRECTIONS FOR THE PARTICIPANT:**

You are being asked to participate in my research study. Please read this carefully. This form provides you with information about the study. The Principal Investigator, Karin Montejo, will answer all of your questions. Ask questions about anything you don't understand before deciding whether or not to participate. You are free to ask questions at any time before, during, or after your participation in this study. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You acknowledge that you are at least 18 years of age, and that you do not have any medical problems or language or educational barriers that precludes understanding of explanations contained in this authorization for voluntary consent.

**PURPOSE OF THIS RESEARCH STUDY:** The study is about Success Factors of Women Who Have Achieved Positions of Command in Law Enforcement. There will be approximately 350 people invited to participate in this study. Women who have achieved the rank of sergeant or its equivalent and higher, who are currently employed in law enforcement, and who are members of the National Association of Women Law Enforcement Executives (NAWLEE) and/or the International Association of Chiefs of Police (IACP) were included in this study.

**PROCEDURES:**

Each participant will be sent a survey, along with an introductory letter, consent form, and comments sheet. These forms will be sent to the participants work address, which was taken from the membership lists of IACP and NAWLEE. Participants will be asked to sign the consent form, complete the survey, and include any comments if needed. All completed information will be returned directly to the researcher via a stamped, self-addressed envelope. Contact information for the researcher is provided if needed by the participants. A tracking number is attached to each survey so the researcher can send a follow-up letter to those participants who did not return their surveys by the requested date. An area for optional contact information for the participants is also included, allowing the researcher information to re-contact the participant if needed for clarification of a response. Declining to complete the optional section on contact information will not impact the results of the study. Additionally, those participants who do



Lynn University

**THIS DOCUMENT SHALL ONLY BE USED TO PROVIDE AUTHORIZATION FOR  
VOLUNTARY CONSENT**

**PROJECT TITLE:** Success Factors of Women Who Have Achieved Positions of Command in Law Enforcement

**Project IRB Number:** \_\_\_\_\_ Lynn University 3601 N. Military Trail Boca Raton, Florida 33431

2006-038

I, Karin Montejo, am a doctoral student at Lynn University. I am studying Global Leadership, with a specialization in Corporate and Organizational Management. One of my degree requirements is to conduct a research study.

**DIRECTIONS FOR THE PARTICIPANT:**

You are being asked to participate in my research study. Please read this carefully. This form provides you with information about the study. The Principal Investigator, Karin Montejo, will answer all of your questions. Ask questions about anything you don't understand before deciding whether or not to participate. You are free to ask questions at any time before, during, or after your participation in this study. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You acknowledge that you are at least 18 years of age, and that you do not have any medical problems or language or educational barriers that precludes understanding of explanations contained in this authorization for voluntary consent.

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---

Institutional Review Board for the Protection of Human Subjects  
Lynn University  
3601 N. Military Trail Boca Raton, Florida 33431



All the data gathered during this study, which were previously described, will be kept strictly confidential by the researcher. Data will be stored in locked files and destroyed at the end of five years. All information will be held in strict confidence and will not be disclosed unless required by law or regulation.

**RIGHT TO WITHDRAW:** You are free to choose whether or not to participate in this study. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate.

**CONTACTS FOR QUESTIONS/ACCESS TO CONSENT FORM:** Any further questions you have about this study or your participation in it, either now or any time in the future, will be answered by Karin Montejo (Principal Investigator) who may be reached at: [REDACTED] and Dr. Karen Casey-Ascevedo, faculty advisor who may be reached at: [REDACTED]. For any questions regarding your rights as a research subject, you may call Dr. Fandeh Farazmand, Chair of the Lynn University Institutional Review Board for the Protection of Human Subjects, at [REDACTED]. If any problems arise as a result of your participation in this study, please call the Principal Investigator, Karin Montejo and the faculty advisor Dr. Casey-Ascevedo immediately.

A copy of this consent form will be given to you.

**AUTHORIZATION FOR VOLUNTARY CONSENT:**

I have read and understand this consent form. I have been given the opportunity to ask questions, and all my questions have been answered to my satisfaction. I have been assured that any future questions that may arise will be answered. I understand that all aspects of this project will be carried out in the strictest of confidence, and in a manner in which my rights as a human subject are protected. I have been informed of the risks and benefits. I have been informed in advance as to what my task(s) will be and what procedures will be followed.

I voluntarily choose to participate. I know that I can withdraw this consent to participate at any time without penalty or prejudice. I understand that by signing this form I have not waived any of my legal rights. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws. I understand that I will receive a copy of this form.

\_\_\_\_\_  
Participant's printed name

\_\_\_\_\_  
Date

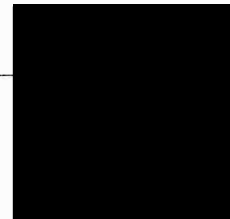
\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Investigator

Date of IRB Approval: 11/15/06 7.7.

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Lynn University  
3601 N. Military Trail Boca Raton, Florida 33431



Appendix B

Copy of Survey Instrument

# Section 1 WORK HISTORY

1. Please check the box with your current assignment. Under cumulative assignments, please check all assignments you have been assigned to during your entire Law Enforcement Career. If you were assigned to a unit that is not listed, please fill in the line labeled "Other".

PREVIOUS ASSIGNMENT	CURRENT ASSIGNMENT	PREVIOUS ASSIGNMENT	CURRENT ASSIGNMENT
<input type="checkbox"/>	<input type="checkbox"/> Patrol	<input type="checkbox"/>	<input type="checkbox"/> Missing Persons
<input type="checkbox"/>	<input type="checkbox"/> Robbery	<input type="checkbox"/>	<input type="checkbox"/> Child Abuse
<input type="checkbox"/>	<input type="checkbox"/> Sex Crimes	<input type="checkbox"/>	<input type="checkbox"/> Canine
<input type="checkbox"/>	<input type="checkbox"/> Fraud	<input type="checkbox"/>	<input type="checkbox"/> Technology
<input type="checkbox"/>	<input type="checkbox"/> Assault	<input type="checkbox"/>	<input type="checkbox"/> Internal Affairs
<input type="checkbox"/>	<input type="checkbox"/> Domestic Crimes	<input type="checkbox"/>	<input type="checkbox"/> Homeland Security
<input type="checkbox"/>	<input type="checkbox"/> Juvenile	<input type="checkbox"/>	<input type="checkbox"/> Tactical/SWAT
<input type="checkbox"/>	<input type="checkbox"/> Narcotics	<input type="checkbox"/>	<input type="checkbox"/> Records
<input type="checkbox"/>	<input type="checkbox"/> Organized Crime	<input type="checkbox"/>	<input type="checkbox"/> Communications
<input type="checkbox"/>	<input type="checkbox"/> Personnel/Human Resources	<input type="checkbox"/>	<input type="checkbox"/> Administration
<input type="checkbox"/>	<input type="checkbox"/> Community Affairs	<input type="checkbox"/>	<input type="checkbox"/> Property and Evidence
<input type="checkbox"/>	<input type="checkbox"/> School Liaison	<input type="checkbox"/>	<input type="checkbox"/> Training
<input type="checkbox"/>	<input type="checkbox"/> Crime Scene	<input type="checkbox"/>	<input type="checkbox"/> Marine Patrol
<input type="checkbox"/>	<input type="checkbox"/> Gangs	<input type="checkbox"/>	<input type="checkbox"/> Other (please specify) _____

2. How many years have you been a sworn law enforcement officer? \_\_\_\_\_

3. Have you worked in the same Department your entire career? ☐ YES ☐ NO

If no, please write the number of other departments you worked in as a sworn officer. \_\_\_\_\_

Please select the reason(s) for leaving. If there is a reason not listed please write in the space labeled other:

	Most Recent	Prior	Prior
I moved to another geographic area .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to work for an agency of a different size .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to work for a different type of agency (i.e., municipal vs. state) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe I had a better chance of promotion with another agency .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believed I could have better working arrangements in the new agency (schedule, assignments, benefits, flexibility) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was recruited by another agency .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate all ranks achieved and the number of years spent in each rank.

☐ Sergeant \_\_\_\_\_ ☐ Lieutenant \_\_\_\_\_ ☐ Captain \_\_\_\_\_ ☐ Commander \_\_\_\_\_ ☐ Major \_\_\_\_\_  
☐ Assistant/Deputy Chief \_\_\_\_\_ ☐ Chief \_\_\_\_\_ ☐ Other (please specify) \_\_\_\_\_

5. Did you receive any promotion as a result of suing your employer under Title VII? ☐ YES ☐ NO  
If yes, what rank were you promoted to:

☐ Sergeant \_\_\_\_\_ ☐ Lieutenant \_\_\_\_\_ ☐ Captain \_\_\_\_\_ ☐ Commander \_\_\_\_\_ ☐ Major \_\_\_\_\_  
☐ Assistant/Deputy Chief \_\_\_\_\_ ☐ Chief \_\_\_\_\_ ☐ Other (please specify) \_\_\_\_\_

6. Have you taken maternity leave while employed in law enforcement? ☐ YES ☐ NO

If you answered yes, how long were you separated from your department? \_\_\_\_\_

Do you believe it had any impact on your career progression? ☐ YES ☐ NO

If yes, why \_\_\_\_\_  
\_\_\_\_\_

7. Did you have children under the age of 18 living in your home during your law enforcement career? ☐ YES ☐ NO

If yes, do you feel that having children had a ☐ positive or ☐ negative impact on your chances for promotion?

Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Section 2 PROMOTION

1. What process is utilized in your department for promotion? Please select the process for each rank. If the position is selected through competitive examination which is scored and published on a hiring list it is considered Civil Service. If you were appointed to a position, selection would be based on requirements of the employer - not selected from a published hiring list. If more than one process is used, please check all that apply.

Civil Service (Please check if Civil Service applies to any rank)	Rank	Written Exam	Oral Interview	Assessment Center	Appointment	Other
<input type="checkbox"/>	Sergeant					
<input type="checkbox"/>	Lieutenant					
<input type="checkbox"/>	Captain					
<input type="checkbox"/>	Commander					
<input type="checkbox"/>	Major					
<input type="checkbox"/>	Assistant					
<input type="checkbox"/>	Deputy Chief					
<input type="checkbox"/>	Chief					
<input type="checkbox"/>	Other					

For the purpose of the following question, courses include in-house training, professional conferences, formalized classroom training through professional organizations (Does not include college courses).

2. Over the course of your career, how many leadership courses have you attended? \_\_\_\_\_

3. Above and beyond what was required by your department -

How many specialized leadership courses have you taken? \_\_\_\_\_

How many specialized promotional courses have you taken? \_\_\_\_\_

4. Have you attended any of the following national management programs?

- ☐ FBI National Academy  
☐ Southern Police Institute  
☐ Northwestern University School of Police Staff and Command  
☐ Other (please specify) \_\_\_\_\_

## Section <sup>3</sup> MENTORING OPPORTUNITIES

Some departments provide structured coaching and support for their employees (formal mentoring) others provide less structured opportunities for their employees to receive guidance from senior employees (informal mentoring).

1. Have you ever been involved in a formal mentoring program? ☐ YES ☐ NO
- Informal mentoring program? ☐ YES ☐ NO

2. Have you mentored (provided professional guidance) to another female officer? ☐ YES ☐ NO

3. If you were mentored, do you believe that it was a positive factor in your promotability? ☐ YES ☐ NO ☐ UNSURE

Who served as your mentor? ☐ Supervisor ☐ Co-worker ☐ Personal friend ☐ Family member

☐ Other (please specify) \_\_\_\_\_

4. If you were appointed to a position (rank) - Did you have a sponsor or mentor? ☐ YES ☐ NO

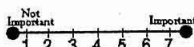
If yes, what role did your mentor play in your promotion? \_\_\_\_\_

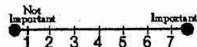
\_\_\_\_\_

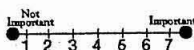
## Section 4

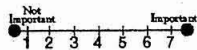
# WORK SKILLS BEHAVIORS AND ATTITUDES

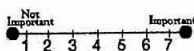
1. Please review the following list of 11 skills and behaviors and rate them in levels of importance for promotion. Please circle - 1 being the least important and 7 the most important.

Ability 

Knowledge 

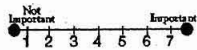
Credibility 

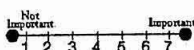
Performance 

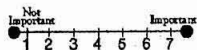
Competence 

Respect 

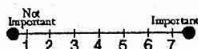
Desire 

Team Player 

Experience 

Trust 

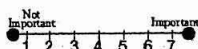
2. Please review the following list of 10 job strengths and rate them in levels of importance for promotion. Please circle - 1 being the least important and 7 the most important.

Interpersonal Skills 

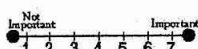
Oral Communications 

Problem Solving 

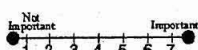
Written Communications 

Decision Making 

Decisiveness 

Organizing & Planning 

Adaptability 

Leadership 

Perception and Analysis 

### 3. Abridged Job Descriptive Index

#### WORK ON PRESENT JOB

Think of the work you do at present. How well does each of the following words or phrases describe your work? Circle:

- 1 for "YES" if it describes your work  
2 for "NO" if it does not describe it  
3 for "?" if you cannot decide

	Yes	No	?
Satisfying .....	1	2	3
Gives sense of accomplishment .....	1	2	3
Challenging .....	1	2	3
Dull .....	1	2	3
Uninteresting .....	1	2	3

#### PRESENT PAY

Think of the pay you get now. How well does each of the following words or phrases describe your present pay?

	Yes	No	?
Income adequate for normal expenses .....	1	2	3
Fair .....	1	2	3
Insecure .....	1	2	3
Well paid .....	1	2	3
Underpaid .....	1	2	3

#### OPPORTUNITIES FOR PROMOTION

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe your opportunities for promotion?

	Yes	No	?
Good opportunities for promotion .....	1	2	3
Promotion on ability .....	1	2	3
Dead-end job .....	1	2	3
Good chance for promotion .....	1	2	3
Unfair promotion policy .....	1	2	3

#### SUPERVISION

Think of your supervisor and the kind of supervision that you get on your job. How well does each of the following words or phrases describe your supervision?

	Yes	No	?
Praises good work .....	1	2	3
Tactful .....	1	2	3
Up-to-date .....	1	2	3
Annoying .....	1	2	3
Bad .....	1	2	3

#### PEOPLE AT WORK

Think of the majority of people that you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people?

	Yes	No	?
Boring .....	1	2	3
Helpful .....	1	2	3
Responsible .....	1	2	3
Intelligent .....	1	2	3
Lazy .....	1	2	3

#### JOB IN GENERAL

Think of your job in general. All in all, what is it like most of the time? For each of the following words or phrases, circle:

	Yes	No	?
Good .....	1	2	3
Undesirable .....	1	2	3
Better than most .....	1	2	3
Disagreeable .....	1	2	3
Makes me content .....	1	2	3
Excellent .....	1	2	3
Enjoyable .....	1	2	3
Poor .....	1	2	3

## Section 5

# PERSONAL DEMOGRAPHICS

1. Please check the box(es) that most reflect your racial / ethnic background:

- ☐ White      ☐ African American/Black      ☐ Hispanic/Latina      ☐ Asian-American  
☐ Native American      ☐ Other \_\_\_\_\_

2. What is your age? \_\_\_\_\_

3. Educational Level?

- ☐ High School      ☐ Some college      ☐ Associates Degree      ☐ Bachelor's degree  
☐ Some graduate courses      ☐ Master's degree      ☐ Doctoral Degree      ☐ Juris Doctor  
☐ Professional / Technical Degree      ☐ Other \_\_\_\_\_

4. What is your current marital status?

- ☐ Single      ☐ Married      ☐ Separated  
☐ Divorced      ☐ Widowed      ☐ Living with someone

## Section 6

1. What are the 3 most important factors that helped you achieve your position of rank?

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_



What were the 3 most critical obstacles you encountered in the pursuit of your promotion?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Have you overcome any/all of these obstacles? ☐ YES ☐ NO

Please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. OPTIONAL INFORMATION

As I initially stated in the cover letter and instructions, this survey is completely confidential. As such, the information you have provided to me will be published in a way that will not identify a specific individual or agency. No one from your department will have any access to this information.

I am asking that you provide contact information so I can contact you if I need any additional information or clarification of your responses. However, you have the option of not providing contact information if you would prefer. If you do provide contact information you can also let me know if you would like to receive a summary of the results of this study when it is completed; simply mark the box at the bottom of the form. Thank you again for taking your valuable time to assist me with this most important study. It is my sincere desire to use the information gathered to assist women in law enforcement in their journey to position of command.

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Telephone #: \_\_\_\_\_

☐ Please check here if you would like a copy of the results.

## Appendix C

Copyright Permission from Bowling Green State University for use of Abridged Job

Descriptive Index



Bowling Green State University

Department of Psychology  
Bowling Green, Ohio 43403-0228  
Tel: (419) 372-2301  
Fax: (419) 372-6013

#### COPYRIGHT PERMISSION

The abridged Job Descriptive Index (aJDI) is copyrighted by Bowling Green State University. The abridged Job in General (aJIG) Scale is a sub-scale of the abridged Job Descriptive Index and is also copyrighted by Bowling Green State University. The purchaser is granted permission to reproduce the aJDI and aJIG scales. The number of copies that the purchaser can make is listed below. The rights to reproduce additional copies must be purchased through Bowling Green State University (see below).

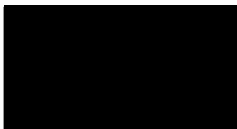
The notation "Copyright Bowling Green State University, 1975, 1985, 1997" must be included on each copy of the aJDI and aJIG.

Date: 10/23/2006

Purchaser: Karin Montejó

Address: Lynn University


Permission to reproduce: 400 copies of abridged Job Descriptive Index and abridged Job in General scale



Maya Yankelevich  
JDI Research Assistant

To obtain copyright information for the aJDI, aJIG, and related measures contact:

The JDI Research Group  
Department of Psychology  
Bowling Green State University  
Bowling Green, OH 43403

 edu

<http://www.bgsu.edu/departments/psych/JDI>

## Appendix D

Copyright permission from National Center for Women in Policing for use of Graphs representing the Percentage of Sworn Law Enforcement Officers by Rank and Gender: Large Police Agencies 2001; Percentage of Sworn Personnel by Rank and Gender: Small/Rural Agencies 2001 and Percentage of Sworn Women in Law Enforcement Agencies with 100+ Sworn Personnel: 1973 – 2001

**From:** Margie Moore [REDACTED]

**Sent:** Tuesday, November 13, 2007 10:55 AM

**To:** Kim Lonsway; [REDACTED]

**Subject:** RE: Permissions

Hi Kim: Permission to print is granted. I am doing well, the conference in Kentucky went extremely well.... and just back from NYC where a documentary NCWP is in...(me...specifically) won two film fest awards....it is about 3 Asian American NYPD women officers...anyway...take care, margie.

-----Original Message-----

**From:** Kim Lonsway [REDACTED]

**Sent:** Tuesday, November 13, 2007 11:57 AM

**To:** Margie Moore [REDACTED]

**Subject:** FW: Permissions

Margie,

Do you know Karin Montejo, out of Miami-Dade PD? She has done quite a bit of work with IACP on women's leadership development, so you may have crossed paths. Anyway, she is finishing up her dissertation and is hoping to reprint some of the graphs for the NCWP status of women report. Can you give her permission to do that? At this point, it wouldn't be an issue of publishing anywhere – I don't think she would use these graphs for that purpose, but even if she does, she can cross that bridge when she comes to it. For now, it's just for use in her own dissertation. I'm serving as one of her torturers – I mean, committee members.

Thanks – hope you're doing well! I'm going to copy Karin on this message so you can reply to her directly. You can also see her message below.

-kim

Kimberly A. Lonsway, Ph.D.

Director of Research

End Violence Against Women (EVAW) International

3940 Broad Street, Suite 7, Box #150

San Luis Obispo, CA 93401

Phone/Fax: (805) 547-9981

Email: [REDACTED]

**End Violence Against Women International** provides effective, victim-centered, multidisciplinary training and expert consultation regarding crimes of sexual assault and domestic violence.

**On-Line Training Institute available now!** [www.evawintl.org/evaw\\_courseware/](http://www.evawintl.org/evaw_courseware/)

**Save the Date** - International Conference on Sexual Assault, Domestic Violence, and Stalking ~ March 31-April -2, 2008 at the Crown Plaza Astor, New Orleans, LA.

---

**From:** Montejo, Karin P. (MDPD) [mailto: [REDACTED]]  
**Sent:** Tuesday, November 13, 2007 7:06 AM  
**To:** [REDACTED]  
**Subject:** Permissions

Kim - (just when you thought it was safe to open your emails!) Will you please send me the name of the person or persons I need to contact regarding permission to reprint 3 of the graphs I used in my paper. Can NCWP provide it, or do I need to get permission from everyone who was involved in the study? Thanks again.

Karin  
Karin Montejo, Chief  
Administration and Technology Division  
Miami-Dade Police Department

IRB Project Number: 2006-038

Principal Investigator: Karin Montejo

Project Title: Identifying Success Factors of Women Who Have Achieved Positions of Command in Law Enforcement

Date of initial IRB approval (for this project): 11-15-06

Initial Review: Full ☒ Expedited ☐ Exempt ☐ (Check the appropriate item)

Date (s) of IRB all approvals for renewals (continuations, for this project), if applicable:

**Report Changes Only to items listed below since your last IRB review (Initial or continuing)**

Principal Investigator: (Full name and educational credentials)	
Principal Investigator: Address	
Project Title:	
Students: Specify Degree Program	
Employees enrolled in degree programs, complete this item	
Employee: Specify Position and Employment Unit	
Phone Number: (Work)	
Phone Number: (Home)	
Phone Number: (Mobile)	
FAX Number:	
e-mail:	
Faculty Sponsor (If applicable)	
Phone Number: (Work)	
e-mail:	
Co-Investigators (Associate or Collaborating Investigator(s): Names, titles and address. If list is extensive, insert on a separate page.	

**Policies and Procedures**

The IRB conducts review of reports of project termination on all non-exempt research. The IRB may review exempt research in instances when a research proposal was authorized for exempt status and the academic unit ("The Colleges and Schools") where the researcher is assigned, does not have a committee in place for annual review of research with exempt status. Approved College Committees shall require a similar report for exempt research.

One month after the conclusion of data collection (termination of study), the principal investigator submits 3 copies of IRB FORM-8, unless otherwise requested. This allows the IRB to monitor the status of all human subject research. Failure to submit an IRB report of project termination may jeopardize future projects. The IRB reserves the right to request the investigator to provide additional information.

THIS FORM MUST BE TYPED Except Where Otherwise Noted

**IRB FORM 8**  
**LYNN UNIVERSITY INSTITUTIONAL REVIEW BOARD**  
**IRB REPORT OF TERMINATION OF PROJECT**

IRB Project Number: 2006-038

Principal Investigator: Karin Montejó

Project Title: Identifying Success Factors of Women Who Have Achieved Positions of Command in Law Enforcement

Date of initial IRB approval (for this project): 11-15-06

Initial Review: Full ☒ Expedited ☐ Exempt ☐ (Check the appropriate item)

Date (s) of IRB all approvals for renewals (continuations, for this project), if applicable:

**Report Changes Only to Items listed below since your last IRB review (initial or continuing)**

Principal Investigator: (Full name and educational credentials)	
Principal Investigator: Address	
Project Title:	
Students: Specify Degree Program	
Employees enrolled in degree programs, complete this item	
Employee: Specify Position and Employment Unit	
Phone Number: (Work)	
Phone Number: (Home)	
Phone Number: (Mobile)	
FAX Number:	
e-mail:	
Faculty Sponsor (if applicable)	
Phone Number: (Work)	
e-mail:	
Co-Investigators (Associate or Collaborating Investigator(s): Names, titles and address. If list is extensive, insert on a separate page.	

**Policies and Procedures**

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concerning the report of project termination. After review, the IRB will send the applicant formal notification of IRB actions.

**Respond to the Following**


- (1) Date of Project Termination: May 2007
- (2) Number of Research Subjects Enrolled: 372
- (3) Status of Enrolled Subjects:
  - Number Completing Study: 188
  - Number Discontinued Due to Noncompliance: 26
  - Number Discontinued Due to Adverse Events: N/A
  - Number Lost To Follow-up: 158
  - Number Deceased: N/A
- (4) Did any subjects experience any reportable unexpected adverse events? Yes ☐ No ☒ If yes, was IRB FORM 6 submitted? Yes ☐ No ☐ \* (if this blank has been checked, attach explanation of same.)

- (5) Submit a brief narrative of overall results with respect to efficacy and safety with specific attention to the original purpose of the project as stated on IRB FORM 1.

With a return rate of just over 50%, the response was very positive. There were numerous surveys (26) returned due to the employee being a civilian, not being currently employed (retired) or the recipient was a male with what was assumed to be a female name. The surveys were sent to the recipients work address, but all completed information was submitted directly to this researcher. There was no further interaction with the law enforcement agency. There were numerous comments from those who did respond back thanking this researcher for studying these issues and offering additional support if needed. In fact, over 75% of the respondents provided contact information and requested information of the results of this study.

There were no issues presented to this researcher concerning safety and many of the responses provided in-depth personal information that proved invaluable to this researcher. Based on the feedback and information gathered during this study, the need for this and future studies on how to achieve positions of command for women in law enforcement is evident and welcomed by this population.

**SIGNATURES (Do not separate signatures on two pages. Keep all signatures on the same page)**

- (1) Signature of Sponsor (required for Students)  Date 8-28-07  
 Title Professor Chair of Discretion Committee
- (2) Signature of Sponsor for Non-Doctoral Employee \_\_\_\_\_ Date: \_\_\_\_\_  
 Title \_\_\_\_\_
- (3) Signature of Vice President for Staff Employee \_\_\_\_\_ Date: \_\_\_\_\_  
 Title \_\_\_\_\_
- (4) Signature of College Dean for Faculty \_\_\_\_\_ Date: \_\_\_\_\_  
 Title \_\_\_\_\_

**NOTE: Reports without all requested information will be returned without IRB review.**

## Appendix F

### Introductory Letter to Participants

January 9, 2007

Dear

I am asking for your personal help in gathering information for my dissertation focusing on women in law enforcement. I am a Division Chief with the Miami-Dade Police Department in Miami, Florida and I am working on my Doctorate from Lynn University in Global Leadership in Corporate and Organizational Management. The topic of my research is "Identifying the Success Factors of Women Who Have Achieved Command Positions in Law Enforcement". There has been a great deal of literature written on the obstacles that women in law enforcement have had to overcome. The purpose of this research is to identify those factors that are utilized by women who have been successful in their upward progress in policing.

As a member of the International Association of Chiefs of Police (IACP) and the National Association of Women Law Enforcement Executives (NAWLEE), I am reaching out to other members of these prestigious organizations for their input. You have been selected to participate in this study since you are a female who currently holds the rank of sergeant or above, and are a member of NAWLEE or IACP.

Please complete the consent form and then take a few minutes to complete the enclosed questionnaire. It should take you approximately 20 minutes to complete. Your candid and honest responses will enable me to provide women in policing useful and valid information on what has been beneficial in the promotional process. This study involves minimal risk. You may find some of the questions sensitive in nature; however, all of your answers are completely confidential. By returning this survey, you will have indicated your consent to agree in this research study. No information will be released that will identify any individual or agency. If you are willing, there is an area for contact information. This will allow me to re-contact you for follow-up questions, clarification of an answer, or additional information. Additionally, a comments page has been included to allow for any comments you feel may be beneficial to this study. Again, please be assured that this information is for my research ONLY, and your contact information will not be published as a part of this paper.

Should you have any questions or need clarification on any of the listed questions, please feel free to contact me at [REDACTED] or you may email me at [REDACTED].

Thank you in advance for your support in this research. At the conclusion of this study, I will be happy to share the results with you if you so indicate at the end of the survey. .

Sincerely,

Karin Montejo

## Appendix G

### Additional Comments Page

Please feel free to provide any additional comments:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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## Appendix H

### List of Most Important Factors That Helped with Promotion

**LIST OF MOST IMPORTANT FACTORS THAT HELPED WITH PROMOTION**  
**(Number of responses per factor)**

- 41 Hard Work/ Good work ethic
- 37 Education
- 32 Ability
- 20 Interpersonal Skills
- 19 Communication
- 18 Determination
- 17 Desire; Support from family, friends, co-workers and supervisors
- 15 Leadership; Respect
- 14 Diversity in Assignments
- 13 Experience; Dedication to Department; Good Test Taker/ test preparation
- 12 Competent; Motivated
- 11 Integrity; Persistence; Reputation
- 9 Credibility
- 8 Job Knowledge; Confidence in self and by others; positive attitude
- 7 Mentors
- 5 Passion; Intelligence; adaptability
- 4 Goal Setting/ reaching goals; honesty; decision making ability; looked for opportunities/ volunteered; Performance; Did things others didn't want to
- 3 Team Player; Willingness to learn; Trustworthy; Drive; Speaking the truth (tactfully); Right place, right time
- 2 Competition; Being female; Belief in God; Visionary; Problem Solver; Money; Professionalism

(31) Someone willing to take a chance; Me!; Willingness to learn; More qualified than the competition; Pulled our own weight; previous success; consistency; mental toughness; being myself; sacrifice; self-improvement; sense of humor; accept challenges, flexibility; Efficient; Longevity, FTO; Fair; Consistent; Legal Intervention; Doing my best; love what I do; lessons learned from peers; patience; dependable; stand up for your beliefs, Good Supervisor; moved through the ranks; not one of the guys; loyalty, understand political reality.

## Appendix I

### List of Most Critical Obstacles Encountered in Pursuit of Promotion



## OBSTACLES ENCOUNTERED IN PURSUIT OF PROMOTION

101	Good Old Boy Network
44	Personal issues/lack of training Lack of education, lack of structure
34	Being female/gender issues
21	Self Doubt; Lack of Mentors
16	Small Department/ Opportunity
15	Promotional Process
13	Politics
12	Promotion issues/personal
11	Competition
10	Children/family issues
9	Seniority
8	Sexual Harassment
7	Age
6	Racism; Shift Work
4	Jealousy
3	Ignorance, Size, Glass Ceiling, Need to Work Harder

### Miscellaneous reasons

Health issues, egos, change of chief during process, different rules for different people, female supervisor made it difficult, female city manager, finding time, inability to transfer to desirable assignments, intimidated by male supervisor, justifying my promotional ranking, lawsuit against my promotion, no accomplishments attributed to me, no military experience, oral communication, other women's professional/moral behavior, seen as "pet", department fears change, hasn't been done before, being bad-mouthed, backward thinking people, peer envy, others fear me, personality conflict, pre-conceived notions,

## Appendix J

### Personal Comments from Participants

02. We have no active recruitment unit for the department – which has hindered the number of women and minorities coming on to the job. With a “select” training budget only some are provide “paid” training opportunities. Some women on the job seem interested in being mentors or resources – but many do not and are afraid to stand up for what is right. I’m afraid I’ve become somewhat “jaded” or cynical about my current position – which may ultimately speed up my retirement. ☹
04. Education is key. The more the better. Find an expertise. Diversify your career as much as possible.
10. As the only daughter with three brothers, I learned early on how to play with the boys. When entering into this profession, I was not wearing rose-colored glasses. I was able to maintain my femininity, all while doing everything along side the male officers. Their respect was earned based on how I carried myself and how I performed my duties. I have been extremely lucky in my career, but most of it was not due to preconceived notions, but how the first impression was made. My peers call me “Sister” and the officers call me “Sarge”. I absolutely love the career choice I made, instead of becoming an attorney. ☺
16. We are losing females in the rank very rapidly. Females are not given the opportunity to go to FBI Academy – because of the rank requirement of the last commissioner only sent captains. Good Luck!
17. NAWLEE has had a huge impact on my career trajectory. I took every assessment center/promotional process workshop that was offered at the conferences, and I made friends with other women in law enforcement that served (and still serve) as mentors. Good Luck!
22. Karin, thank you for taking the time to study how women have achieved success. In the end, for me, no success could have been possible without changes in the 1964 Civil Rights Act (Title VII) and the introduction of sexual harassment law. Both legal actions afforded me the protections I needed to survive my lawsuit. What also cannot be ignored is while there were considerable numbers of men who fought me. There were many more who have stood beside me, in front of me and behind me. I spent 7 months as the Acting Chief in (name omitted) County, and I believe the officers were behind me – it was the bureaucrats that

couldn't "grasp the change" .I also thank the elected officials didn't want to give the top seat to a woman who had been "Public Enemy #1 – (30 years earlier).

29. I work for a small department (50 commissioned). As a result, some of the answers regarding promotion are limited directly because of our size.
41. I am currently a sergeant with the (Department name deleted). I will not be promoted to any higher rank within this department. I was promoted to this rank by a previous chief who promoted on the basis of experience, skills and abilities. The resting was done with a written test, oral panel and assessment center. The test results during that time seemed fair. The results weren't shocking. People came out where you expected. Under out current Chief the same process is in place but the test results have come out surprising each time. I don't mean to sound like I have sour grapes attitude, but the results of recent lieutenant's tests have promoted officers with 7 years on the job and only six months as Sergeant above other officers with much more seniority and experience, myself included (but not the only one). I believe that the current chief hires females because he knows they're hard workers and cause less problems than males, but I don't believe he'll ever promote a woman. Our tests are based on the assessment center (50%), oral interview (20%), written exam (20%) and chief's points (10%). The oral panel is usually 3 people invited by the chief to participate – usually other police chiefs. I also have a part-time position as the Chief of Police in (department name omitted). This is a growing suburb and I do foresee that the position will become fulltime in the future. I asked the Chief for tips before my oral interview in (department name omitted) for two reasons. #1. That he would offer good advice for the panel and #2, so he could feel that he helped me gain the position. He has announced it at several meetings we've been at mainly because he wants to be known as a chief who "makes" chiefs (one of the things he said when he first came here). I attended NUTI under my previous Chief and have received minimal training under this new chief – many requests submitted – many requests denied by the Lt. (Admin) who handles training. If you'd like more information, please call me. I hate to sound like such a complainer. I love my job! I love police work. I hate the BS and the politics that have been created. Good luck with your survey. I'd love to see the results!
42. I recently left (agency name omitted) to accept a position as the Director of Public Safety at (department name omitted). I filled out this survey in terms of my previous position at (agency), however, since I only left recently. When I left (previous agency) I had recently been promoted to the rank of lieutenant and been named as the head of a specialized enforcement team which was newly formed. My new position is as the head of a non-sworn campus security force. Please feel free to contact me with any questions. I find this type of research very interesting.

50. I feel that it is extremely important for women to participate in the promotion. However, most of the women in our department do not see promotion as a priority. If there is anything that you would like me to clarify, feel free to contact me.
80. I am currently in the rank of Captain, but will be promoted to Chief of Police on March 1, 2007.
84. Thank you very much for choosing such an interesting topic. I do look forward to seeing the results. The most difficult decisions I had to make were those of promotions. I have had more opportunities at my department for advancement and had difficulty deciding whether to remain in current assignments and develop more as an officer or take a chance. A desire to want to better my department has won out each time. While I may lack years of experience, I did get opportunities to spend time in several different divisions.
87. Good Luck with the project! Feel free to email me with any additional questions.
105. I am the only female supervisor in the history of the (name omitted). First female sergeant, lieutenant and captain.
106. Good luck on your Doctoral endeavor. I know how hard it is to pursue such an ambitious goal while holding down the fort at work and at home.
115. Good idea for a research project! One thing I've noticed over the years is the fact that LE is still very much a male dominated profession. There is definitely a "good ole boys" component that I don't think women will ever be able to break into. One thing that I think helped me is that I never really tried to be "just one of the guys". Instead I focused on doing my job while maintaining a good relationship with male co-workers.
119. Females are becoming more accepted in law enforcement as police officers and as supervisors and leaders. However, when incompetent females are promoted, it only makes others appear incompetent also. This is a big difference still between males and females. The incompetence becomes more

an issue of “sex” instead of the true reason for the inability to serve in the position (men more of “good o’ boys network). Promotions should be based on tests, whether written, oral, assessment center (or a combination thereof). Promotions to administrative positions should not be based on popularity, friends with chief. This applies to all.

122. It seems to me what is needed to earn the promotion is different from what is required to be successful at the new level of responsibility (e.g. to get promoted to the sergeant or lieutenant level, “respect” is not necessary. To succeed at those ranks, it is very important. The successful outcome is not the promotion per se, but rather the superior performance that follows promotion. For the Captain’s rank, which is an appointment, such intangibles as “respect”, “trust”, “credibility” play a more important role. Put another way, the first couple of rungs are climbed by presenting well by surface dimensions. “Success” in rank, and beyond the first 2 rungs, is determined more by the core, by ingrained values (for lack of a better phrase). I’ve also found it is helpful to cultivate strong relationships with my male counterparts. There’s an informal network that a women can easily drop out of unless she works at it. Also, the relationships are rich, rewarding.
128. I wish you well with your study. I am looking forward to receiving the results.
129. Get as much education as they can. Be smarter than the guys – work harder – don’t whine. Don’t play the girlie girl thing. When promoted, be fair – be rational – not emotional. Mentor young officers.
133. I don’t know that there were specific obstacles in my way when I went for a promotion. The promotional process for sergeant is pretty specific and it is difficult not to promote the individuals that score well. However, our agency has not promoted females into the command staff level. While there are four female sergeants (out of 25 sgts), there are only 2 lieutenants. There aren’t any sworn females holding any rank above lieutenant. The promotional process for captain and above is done by interviews and it is discouraging that no females are being promoted to higher ranks. Our agency has 240 sworn officers and only 6 females in positions of rank.
134. In order for anyone in law enforcement to be successful, it is imperative that a strong and encouraging leader is at the helm. I have found that leaders (chiefs) who only listen to a small minority of people within their staff are making poor decisions and making judgments on other personnel that are not

correct. We currently have a chief that thinks we have "plenty of female officers". With 395 authorized sworn – we only have 40 female sworn officers – but in his mind, we have "plenty". With that type of thinking, mindset, things will never change or improve, especially for female officers.

138. It always seemed like I had to work harder than male counterparts to "fit-in". My above average skills in verbal and written communication and interpersonal skills are probably what helped me promote. Involvement with the community brought support my way. My struggle has always been that I don't have enough tactical experience. However, I have served as a supervisor and watch commander for 11 years and street crimes supervisor also. The majority of my experience has been uniformed patrol. Lack of military experience is stated when I attempt to take tactical positions.
145. I am in a unique position since I don't actually work for a chief or sheriff. I do follow their general orders in managing their Records and Evidence Operation. Our department was formed in the late 1970's to support Criminal Justice Agencies, mainly the (city) Police Department and the (name) County Sheriff's Office. Since that time, we have grown considerably as we provide services to other local law enforcement agencies. Our Records Division is open 24 hours/7 days to assist in pulling local criminal history records and reports for investigations. Our Department also oversees the Forensic Division/ID division which is also managed by a female Captain. We are fortunate that our department head allows persons the opportunity for advancement including females. Three of the divisions in our department are managed by females, the other division, detention, is managed by a male. I believe that some officers from the other departments may not see me as an officer, because I did not work patrol. I started out as a civilian, and was promoted through the years and became a Class III officer in 1995. I oversee the Records Management Program and Evidence Operation. I work closely with command staff members to ensure their investigative needs are met. I have served on committees to create new Records systems to track more data for investigations.
151. Good luck to you! Miami is my favorite city in my favorite state. I have retired from my Captain position and am currently working as a detective in my hometown police department. If I can assist you in anyway, please contact me.
155. One of the main reasons I joined the PD was the civil service promotional process. In 1979, even deputy chief positions were filled from the written test/seniority points eligibility list. This is no longer the case. We have 5 commissioned deputy chiefs, 1 W/F, 1 B/M, 1 H/M, 1 W/M, and one vacancy



created by the departure of an Asian male. The current chief can appoint literally any commissioned employee. He has relied on cronyism for his previous four appointments, and I expect he will use the same discretion to fill the current vacancy. I know of nothing one can do to thwart an arbitrary chief with the "sole prerogative" latitude our chief has.

166. I look forward to receiving your results. Good Luck!

170. I agree with you in part. The problem I see is unless women figure out what these tools or resources are and how to get them, they get lost. I recently attended a presentation by Dr. Virginia Valiam on "Power, Effectiveness and Gender" and "Why So Slow: The Advancement of Women in Science and Medicine". It was amazing to see the parallels between science and law enforcement. The attitudes of men and women are what are stopping us from advancing. The ones that succeed are either blessed to have a male mentor or advisor who guides them, shares the secrets, and is not threatened by a woman who can achieve or lead; or the woman is tenacious (or just plain stubborn) in wanting to reach her goal. The problem is, if the second woman does not have good support system, she will pay a high price (physical, mental and career). Too many good women are being pushed aside or penalized because they are competent and seen as a threat. I wish you luck in your project. If you need more info, please feel free to contact me.

190. I have watched our agency expand from an all white male organization in 1973 to the over 2000 member agency it is today. In spite of this, a 1950's style of thinking remains pervasive. Law enforcement is historically slow to evolve and our agency is no exception. In 2007, women still have a "place" illustrated by the large concentrations of females in the "nurturing" assignments (sex crimes, victim advocacy, juvenile crime prevention) and support assignments (human resources, data maintenance, communications, executive assistants). Women are excluded from the line-level assignments carrying the highest potential for future advancement (like SWAT teams) and rarely included in policy decisions for the agency.

We have no mentoring systems for male or female personnel within our agency. We have had no standards for promotion above the rank of commander since I have worked here (1973) and only recently adopted a testing standard for commander in 2006. Prior to that, a tested lieutenant with a degree and years of seniority could be out-promoted by an individual who had not taken a promotional exam (or failed same) but had the socio-political connections. It took me 11 years service and a bachelor's degree plus "dying" on the promotional list for sergeant twice to get promoted to just sergeant. The average for my white male contemporaries was 5 years with no degree necessary. A line male can (and has) risen in rank from "slick sleeve" to



Chief in one day, whereas all of our females in command positions had to test all the way up through the ranks.

When I was promoted to lieutenant (2 years on a list) and held the rank for one year, a high ranking white male demoted me and referred me for serious (termination level) discipline. I whistle-blew a political appointee of his (who was fired) for policy violations and untruthfulness. The high ranking male was also fired, but not until 7 years later for dishonesty and public corruption. The policy violation charges were unfounded against me, nevertheless, I had to sue to regain my rank and the retro-active salary after the CEO sided with his ill-placed male associate and refused to rescind the demotion. Three litigious years later, I won the lawsuit and retaliation is very subtle (not quantifiable); they will never promote me above my re-instated rank. This is especially true since I am 2 years out from retirement. Men who have lost lawsuits against the agency, committed criminal acts, and been called up on ethical charges have been promoted above my level to captain and chief positions. Some of these men circumvented internal discipline and are incompetent for the positions they occupy for a 6-figure salary.

I went to Southern Police Academy only after a second request to attend. I was the first female from my agency to go to the FBI National Academy and I was not selected by the agency. I was selected by the FBI through a grant program that I pursued which was offered outside my employment. I participated in a fellowship at Quantico where I lived (apart from my family) and worked for 9 months. National Academy was a "perk" extended to the fellowship participants. My two Master's degrees (education and criminal justice) were partially paid for by the agency tuition reimbursement program. I still owe thousands in student loans as it did not cover the expense. My undergraduate was funded by the federal LEAP program.

I would advise those women who would be successful in law enforcement agencies to affiliate themselves with agencies already well-populated by both genders in all facets of the organization. Look for union-regulated environments, civil service protection, agencies with promotional testing procedures in place and a larger organization that is well versed in labor law. Be prepared to deploy the legal means to force equality (lawsuits, unions) and don't accept "status quo". Nice girls always finish last. Ethical behavior is essential, don't try to cut corners and be handed promotions you are not qualified for because you will be reviled as a leader which is ineffective. Take the self-initiative to pursue higher learning. Try to avoid politics and stick to competency. Remember that there is life after law enforcement; don't confine your skill set or social circles to policing. Build and nurture outside contacts so you have multi-faceted, marketable skills.

199. I used to think that I had been extremely lucky throughout my career. But upon reflection, I realized that luck had nothing to do with it. If you work hard, seek out growth opportunities and pursue knowledge (to include college degrees) and training, you are rewarded. If you welcome mentors they help you develop new skills and drive you to move forward. If you don't wait to be asked but instead volunteer, you get to do a lot of different things which makes you well-rounded. If you listen more than you talk and discipline yourself to view criticism as constructive you learn and improve yourself. If you challenge yourself to step outside of your comfort zone and try to find the fun in all endeavors you are more likely to reach your fullest potential.
200. I feel that the choices that I made during my career were the one's I could live with. This is a must for self-esteem and self-satisfaction.

Coming into a department that had only 3 female officers prior to me (who had resigned (2) or been terminated (1)). I knew that I would have to prove to every male that I was truly serious about being a police officer. I did this everyday. I came to work ready for duty and did everything that I was given with a positive attitude, and often did more than my share of calls. During my years of service, I went to whatever shift I was sent to with a good attitude, a willingness to learn new things and a determination to be good! I am the only female ever to be promoted! I served as patrol (my true love), detectives, sergeants, and now Commander. I hope before I retire to see several females in supervisory positions.

225. Regarding your section 4, Work Skills, since my department's promotion from officer to corporal/detective to sergeant, sergeant to lieutenant, and lieutenant to captain is by written exam only, those questions had no relationship to promotion. Perhaps a re-wording to focus the question to non-tested promotions or something.
231. I have conducted research in these areas myself while working on my degree programs. A review of women in state police and highway patrol agencies have not advanced very far absent affirmative action programs, consent decrees or unions when compared to other type police agencies. In the southern region – our first lieutenant colonel was result of consent decree – most women who reach this level are at the end of their careers and often retire the first couple of years, leaving a gap. In my agency, the next closest rank is lieutenant and can't have another major anytime soon.
253. I have been very fortunate in my career when pursuing advancement opportunities. I attribute this in part, to attitude. I don't believe I ever viewed

myself as different in terms of acceptance or respect because I was female. I never maintained an attitude that I had to prove myself more because I was a female. I understood that I possessed strengths and weakness that differ from my male counterparts but that only enhanced the working relationships; not hampered it. I pursued every promotional opportunity as a challenge that I look forward to, not an obstacle to overcome. Attitude is 80% success in a field that is still male dominated.

262. Your study sounds very interesting. I am looking forward to reading the results. Let me know if you have any questions about my answers. Good luck with your process.
263. Women command officers need to seek out other mentors prior to a testing phase. Develop mutually satisfying friendships with both genders during entire career, which encourages study groups/teams prior to assessment center. Develop a female officers fraternal organization (men can join if they choose), to be a resource throughout the year – meeting monthly. (Department) has the Nebraska Association of Women Police (NAWP) – which is open to female officers of other Nebraska (we include (other area) female officers in our firearms specialized training) law enforcement agencies.
273. I am delighted to see a study of this nature and as a Director of a state regional law enforcement academy I see young female officers entering this profession who take for granted their ability to move up through the ranks. I applaud your efforts and I am very interested in your results.
274. The concrete tools: ??? I think what you are trying to accomplish is greatly needed. I do wish I had the opportunity to have a mentor. It would have provided me an outlet for discussion of wants, desires and fears of promotion and career issues. Even now I am the only female in my position – there are 5 assignments the rest are all male. Sometimes the Communication is not the same – “Mars and Venus” I guess, but it can be a problem at times. Hopefully, one of your tools will include the ability to communicate around “man law” communication. Thanks again for working on this for all of us women in policing!
274. You may contact me at anytime or share my information with others in law enforcement.

282. Much good luck with your research and impending Doctoral degree. As one of about 10 women in CLEO positions in (state), I often wonder why we aren't seeing more women enter LE and rise through the ranks. It was a tough road to be one of the first women in this all male bastion, but what a great career. Good Luck.
290. The difficulty with your study is that things have changed so much over the years. What we did 30 years ago is so different than today or 10 years, 20 years ago. And the women and employees, as well as criminals – are different today. We didn't believe ourselves equal or that it would be 30 years ago – today women see it differently. They assume they are equal and will be treated so – and then are shocked when it isn't. You really need more questions on children – how far in career, how many, child care issue, assignment, divorces, if married to other cops. How do we do the balancing!
301. In addition: I think I have succeeded because of the personal work I have done. I am internally strong, and have a balanced life, emotionally, spiritually, intellectually, and physically. I am self-observant and know when to correct myself, ask for help and admit mistakes. I have pursued higher education and learning on my own. The department did not help much.
307. My primary “mentoring there” to women is: 1) don't pigeon hold yourself in administrative positions; 2) don't think you can only be a good mother on the day shift (frankly I saw my kids more working midnights) – PS – seniority eventually gets you days. 3) earn positions on merit, not gender; 4) you can get your hands dirty and still be feminine; 5) seek leadership opportunities, don't expect them to seek you out. Good Luck!
337. A female that rises up through the ranks at a police agency has to be better qualified than the competition. Also, you just should accept the fact that people are not fair. Just accept it as a fact and work through it.
359. Congratulations on your study and good luck. I am so old and been in the biz for so long that I don't know how valuable my data are to you. Despite that, I hope it is helpful in some way. I look forward to meeting you some time at an event.
360. I have been very fortunate in my career. I usually placed in the top 3 on each promotional test, but got promoted equally when my time came. I was not shipped or others shipped to promote me. It helped in acceptance. I was also unmarried for my entire career until recently getting engaged. I believe having this freedom and not dealing with spouses or children enabled me to

focus entirely on my career and hours availability. While not for everyone, it worked for me. I feel it is important not to get caught up in some of the police hype "drinking, swearing, being one of the boy's" is important, as we are still women and engaging in this kind of behavior can be detrimental to one's career.

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